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ABSTRACT

A study examined the varied procedures and approaches utilized in identifying, assessing, and placing limited English proficiency (LEP) students in vocational education programs in Illinois high schools, area vocational centers, and community colleges. Utilized in the study were data from the following survey instruments: (1) a mail questionnaire that obtained detailed information regarding identification, assessment, and placement procedures from 212 Illinois local education agency (LEA) program directors; (2) a document analysis of 59 local one- and five-year plans for such programs to serve LEP students; (3) three one-day on-site visitations to three LEAs; and (4) a telephone questionnaire that obtained information on local programs for LEP vocational education students from state directors of vocational education in seven states (Arizona, California, Florida, Massachusetts, New Mexico, New York, and Texas). Analysis of data from these sources resulted in 19 recommendations concerning further research and development in the area of programs to identify, assess, and place LEP students in vocational education. (A related project evaluation report and an executive summary of the project report on the Illinois three-phase system for serving LEP vocational students are available separately through ERIC--see note.) (MN)

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IDENTIFICATION, ASSESSMENT, AND PLACEMENT OF LIMITED ENGLISH PROFICIENCY STUDENTS IN VOCATIONAL EDUCATION
A STUDY OF CURRENT PRACTICES IN ILLINOIS

Prepared by:

Rose Mary Cordova, Principal Investigator
L. Allen Phelps, Project Director
Department of Vocational and Technical Education
University of Illinois at Urbana-Champaign
Champaign, Illinois 61820

July, 1981

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TABLE OF CONTENTS

Page

LIST OF TABLES iii

ACKNOWLEDGEMENTS vi

PRODUCT ABSTRACT vii

CHAPTER

I. INTRODUCTION/BACKGROUND 1

- Statement of the Problem 6
- Purpose of the Study 9
- Research Questions 10
- Definition of Terms 11
- Assumptions. 13
- Limitations. 14

II. METHODOLOGY AND PROCEDURES. 15

- Research Methods 15
- Population and Sample. 16
- Instrumentation and Procedures 21
- Pilot Study. 26
- Method of Analysis 27

III. PRESENTATION AND ANALYSIS OF DATA 29

- Sample and Return. 29
- Research Questions and Analysis. 43

IV. SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS 93

- Summary. 93
- Conclusions. 110
- Discussion 114
- Recommendations. 122

REFERENCES 126

APPENDIX 129

A. Major Research Questions and Additional Related Questions . 129

B. Map of Vocational Regions 132

C. Cover Letter. 134

TABLE OF CONTENTS (Cont.)

Page

D. Mail Questionnaire 136

E. Follow-up Letter 150

F. Instrument for Retrieving and Recording Information from the One and Five Year Plan. 152

G. On-Site Interview Guide Questions. 155

H. Telephone Questionnaire. 157

I. Table Addendums. 164

VITA 169

4

LIST OF TABLES

Table Page

1. Regional Description of LEAs Approved to Claim Reimbursement Funds for Serving LEP Students (1980-81) 19

2. LEAs Claiming and Not Claiming Reimbursement Funds for Serving LEP Students (1979-80) 20

3. Return of Mail Questionnaire 32

4. Staff Positions of Mail Questionnaire Respondents 33

5. Number of LEP Students in Vocational Education for 1979-80 and 1980-81 35

6. LEAs Providing and Not Providing Additional Services to LEP Students in Vocational Education Programs 37

7. Summary of Additional Services Provided to LEP Students in Vocational Programs by Local Educational Agencies . . . 38

8. LEAs Planning and Not Planning to Claim Reimbursement Funds for LEP Students in Vocational Education (1980-81) . . 41

9. Summary of the Reasons Given by Local Educational Agencies for Not Planning to Claim Reimbursement Funds for LEP Students in Vocational Education (1980-81). 42

10. LEAs Utilizing and Not Utilizing Funding Sources Other Than DAVTE to Help Serve LEP Students in Vocational Education 44

11. Summary of Funding Sources Other Than DAVTE Utilized by Local Educational Agencies to Help Serve LEP Students in Vocational Education 45

12. Summary of Persons Involved in Establishing Identification Criteria for LEP Students 47

13. Frequency Rankings of Local Criteria Established for Identification of Limited English Proficiency (LEP) Students 49

14. Summary of the Types of Identification Information and Data Used by Local Educational Agencies 52

15. Position or Title of the Persons Who Were Most Frequently Mentioned by LEAs as Responsible for Collecting the Identification Information and Data 53

16. LEAs Indicating that the Types of Information and Data which they Used to Identify LEP Students are Satisfactory or Not Satisfactory 55

17. Reasons Cited by Local Educational Agencies for Identifying LEP Students 56

18. Position or Title of the Persons Most Frequently Mentioned as Most Likely to Use the Identification Information . 57

19. LEAs that Have and Have Not Developed Formal Referral Forms or Procedures for Use with LEP Students 59

20. Summary of Persons Involved in the Assessment of LEP Students in Vocational Education Programs 62

21. Areas of Assessment Used by Local Educational Agencies for LEP Students in Vocational Education Programs 63

22. Tests or Procedures Most Frequently Mentioned as Used for Each Area of Assessment 65

23. Position or Title of the Persons Most Frequently Mentioned that Conduct the Assessment 66

24. LEAs Indicating that the Assessment Test(s) and/or Procedure(s) Which They Used for LEP Students Are Satisfactory or Not Satisfactory 69

25. LEAs Indicating that the Assessment Test(s) and/or Procedure(s) Which They Used for LEP Students Are Culture Fair or Not Culture Fair 70

26. Uses of Assessment Information by Local Educational Agencies 72

27. Position or Title of the Persons Most Frequently Mentioned as Most Likely to Use the Assessment Information . . . 73

28. Summary of Persons Who Determine the Criteria for Placing LEP Students in Vocational Education Programs 77

29. Summary of Criteria Used by Local Educational Agencies for Placing LEP Students in Vocational Education Programs . 79

30. Procedures Most Frequently Mentioned as Used to Determine Placement Criteria 80

31. Position or Title of the Persons Most Frequently Mentioned as Involved in Establishing Criteria Used for Placing LEP Students in Vocational Education Programs 82

32. LEAs Assessment Regarding Whether the Criteria Used for Placing LEP Students in Vocational Education are Satisfactory or Not Satisfactory 84

33. LEAs Indicating That They Do or Do Not Have a Required Level of English Language Proficiency Prior to Placement in Vocational Education 85

34. LEAs Indicating That They Do and Do Not Have Different English Language Proficiency Requirements for Different Vocational Classes 87

35. Summary of Persons Informed After an LEP Student Has Been Placed in a Vocational Education Program 90

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Rose Mary Cordova, Principal Investigator
L. Allen Phelps, Project Director

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___ 04 Distributive Education
___ 07 Health Occupations Education
___ 09 Home Economics Education
___ 10 Industrial Art Education
___ 16 Technical Education
___ 17 Trade and Industrial Education
___ 22 Cooperative Education
___ Career Education
X Other (Specify) LEP-Special Needs

---

8. Education Level:

___ Pre-K Thru 6
X Post-Secondary
___ Administrator (Pre-Service)
___ 7-8
X Adult
X 9-10
___ Teacher (Pre-service)
___ Other (Specify) ___
X 11-12

---

9. Intended for Use By:

___ Student
X Teacher Educator
___ Other (Specify) ___
X Classroom Teacher
X Guidance Staff
X Local Administrator
X State Personnel

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10. Student Type:

___ Regular
X Limited English Proficiency
___ Disadvantaged
___ Handicapped
___ Other (Specify) ___

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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The report presents descriptive information regarding the varied procedures and approaches utilized in identifying, assessing, and placing limited English proficiency students in vocational education programs in the State of Illinois, including programs that operate in the comprehensive high schools, area vocational centers, and community colleges. It is hoped that this report will assist the state and local educational agencies, and teacher education programs in their continuing efforts to improve programs and services for limited English proficiency students. The summaries, discussion, conclusions, and recommendations are included in the Executive Summary of the report.

17. Person Completing this Abstract: Rose Mary Cordova

Full Address:

University of Illinois at Urbana-Champaign
345 College of Education
1310 South 6th Street
Champaign, Illinois Zip 61820

10

CHAPTER I

INTRODUCTION/BACKGROUND

The Vocational Education Amendments of 1976 (P.L. 94-482) Title II mandate that vocational education programs be provided to national priority populations, which were designated as the handicapped, disadvantaged, and Limited English Speaking. Considerable attention has been paid to assessing and meeting the vocational education needs of the disadvantaged and handicapped populations. A smaller number of activities have been initiated to develop programs and services for the limited English proficiency (LEP) population at the local level. Recent legislation has begun to change this situation by eliminating some of the barriers to access. The support for bilingual vocational education and the preparation of bilingual vocational instructors are part of the effort to secure equal access to vocational training for those with limited English speaking ability (Hurwitz, 1979).

Traditionally, students who were not proficient in English were not able to participate in vocational education programs (Lopez-Valadez, 1979). Public Law 94-482 recognized that a significant amount of the LEP populations were not being served by vocational education programs. According to Public Law 94-482, the problem is portrayed in that:

> millions of citizens, both children and adults, whose efforts to profit from vocational training are severely restricted by their limited English-speaking ability because they come from environments where the dominant language is other than English; (the fact) that such persons are therefore unable to help to fill the critical need for more and better trained personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy and must, in fact, suffer the hardships of unemployment or underemployment. (P.L. 94-482, Title II, Part B, Subpart 3, Section 181)

The Comprehensive Employment and Training Act of 1973 (CETA) was the first piece of legislation to recognize individuals with limited English speaking ability as a target group. CETA legislation grants funds for developing special services for individuals with limited English speaking ability. The Education Amendments of 1976, Title II, Vocational Education, provide funds and a framework within which states and individual programs can better serve those with limited English speaking ability. The legislation urges increased attention to these target groups on the part of educational agencies receiving federal funds.

A variety of methods have focused on assisting those with limited English-speaking ability. Some of these methods stress the teaching of English. But, for adults with limited English-speaking ability, there is often not enough time to master a new language before the need to earn a living becomes a necessity. For high school level students, often an all-English program cannot provide the support needed to keep the linguistically and culturally different student in school long enough to learn a vocational skill. During the past ten years, bilingual education programs for younger students have been successful and have shown the value of providing a portion of the educational activities in the native language of the students while English is being learned. Vocational education program administrators are now beginning to see the value of conducting bilingual vocational education programs.

In a bilingual vocational education program, limited English proficiency (LEP) students do not have to wait until they master

12

the English language to learn a vocational skill. Both English and the student's native language are used to teach the vocational skills needed to enter an occupation. Students receive vocational instruction in their native language, whenever necessary, to assist in the mastering of difficult vocational concepts. Instructors center the English instruction on vocational concepts and vocabulary that students need to know on the job. The purpose of bilingual vocational training is to prepare persons of limted English speaking ability to perform adequately in an environment requiring English language skills and to fill the critical need for more and better trained persons in occupational categories vital to both the persons and the economy (Federal Register, October 3, 1977). Bilingual vocational education instruction uses the primary language of the LEP student to facilitate the acquisition of the target language (English). It also uses the first language, and then the target language, to teach vocational skills; it relies less on the first language as English proficiency increases. In instances where the instructor is not bilingual, a bilingual teacher's aide/interpreter may be used (San Francisco Community College District, 1976).

Progress toward provision of equal access to vocational education for persons with limited English proficiency continues to be slow, not only in individual states, but on a national basis. Few studies have been conducted regarding vocational education for the limited English-proficient; those studies which have been carried out have received limited dissemination or visibility

(Adams, 1980). According to Phelps (1980), limited research, development and dissemination efforts has caused a restricted rate of development and expansion of vocational education programs serving special populations. Phelps states that the extent to which this has occurred in this priority area has been influenced by the following factors, but not necessarily limited to:

1. limited research funding,
2. poor and limited research dissemination efforts,
3. insufficient attention by vocational education researchers to the need of research in this priority area,
4. lack of baseline, needs assessment studies to determine the most significant problems requiring research,
5. poor to nonexistent designs for early research and development efforts, and
6. failure to integrate and build upon research in related disciplines, most notably the fields of vocational rehabilitation and special education (Phelps, 1980, p. 115).

Nationally, there are an estimated 3.6 to 5 million school-aged persons of limited English proficiency background. Approximately 60 percent have Spanish as their primary language of communication. Illinois has the fourth largest limited English proficiency population of the fifty states. Along with Massachusetts, Texas, and California, Illinois was one of the first states to legislate state bilingual education services, and appropriations for programs in the state have increased from $[illegible] million to approximately $16 million over the last five years (Update, 1980).

A study conducted by Lopez-Valadez and Balasubramonian (1978), indicates that Illinois had an estimated 466,721 persons whose mother tongue is not English. This represents 19.4 percent of the total number of persons in Illinois ages 14-24. It was projected that this percentage would increase to 21.6 percent by 1980. The following information was also collected from this study:

1. Spanish 65.74%, Greek 4.52%, Italian 4.44%, and Korean 2.28% are the largest language groups in Illinois.

2. LESA population estimates in various counties of Illinois indicate that Cook County has the largest concentration of the 14-24 year old LESA population; Champaign, Cook, DuPage, Kane, Lake, Rock Island, St. Clair, Whiteside, Will and Winnebago Counties each have a thousand or more LESA persons.

3. Only 13 percent of the 14-24 year old non-English mother tongue population is enrolled in a college or university, and only 14.8 percent of high school students intend to attend a college or university.

4. About 72 percent of the 14-25 year old non-English mother tongue population may be in need of vocational education regardless of how much of their mother tongue they use. (Lopez-Valadez & Balasubramonian, 1978, p. 6).

This study indicates there is a need to provide vocational education programs and services to assist limited English proficiency population in Illinois.

Progress is being made, yet many persons with limited or no English speaking ability still need to be served by vocational education. In the State of Illinois, vocational education programs at the high school, adult, and community college levels, have provided thousands of students with marketable job skills over the past years. However, in spite of these efforts by the State of Illinois, Lopez-Valadez stated that:

> a significant portion of the population remains virtually unserved by vocational education programs. This group consists predominately of persons of limited English-speaking ability (LESA). (Lopez-Valadez, 1979, p. 1)

The Illinois State Board of Education's Annual Report on Vocational Education (1979), stated that "all students within the state do not have equal options for developing skills commensurate with their interests and abilities." However, in recent years there has been an increase in efforts by the State of Illinois to provide more and better services and programs to LEP students in vocational education programs.

In its implementation of P.L. 94-482, the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (ISBE/DAVTE) requires that each local educational agency (LEA) requesting additional funding for serving special needs students to establish a system to identify these students in their vocational programs. Each local educational agency is also to indicate annually in its One and Five Year Plan for Vocational Education, special assistance to be provided to handicapped, disadvantaged, and limited English-speaking students (Local District One and Five Year Plan for Vocational Education, 1981).

At the present time little is known about the identification and assessment procedures utilized for LEP students in vocational education programs. There are indications that the procedures lack consistency and there is evidence that the procedures are extremely informal and often unclear (Day, 1980).

Statement of the Problem

The Vocational Education Amendments of 1976 (P.L. 94-482) specify that vocational education training should be made accessible to individuals of all ages in all communities (Bilingual Vocational Education Project, 1979). Priority is placed on providing special assistance to persons for whom the need is most acute--the handicapped, disadvantaged, and the limited English speaking. This legislation consolidated state administrative authority and required the states to submit annual and five-year state plans for vocational education which included goals and programs for dealing with LEP individuals as well as the handicapped and disadvantaged populations. Furthermore, P.L. 94-482, required a set-aside of federal funds at the state level, specifically for the disadvantaged and limited English speaking:

> The 1976 Amendments specify three groups for whom a portion of the allotted funds to each state must be spent: disadvantaged persons, persons of limited-English-speaking ability, and adults. The provisions for "National Priority Programs", Section 110(b) (1), specify that a state must set-aside each fiscal year at least 20 percent of the state's allotment for vocational education (Section 102(a) to pay at least half the cost of vocational education for disadvantaged persons and persons with limited-English-speaking ability. Each state must use a minimum portion of the 20 percent set-aside for vocational education for persons with limited-English-speaking ability. The minimum portion is equal to the ratio of the limited-English-speaking population of the state, aged 15 to 24 (Section 110(b) (2). Thus, if 10 percent of the 15 to 24-year-old population in a state has limited-English-speaking ability, $2 out of every $100 of the state's allotment for vocational education must be used for persons with limited-English speaking ability. (U.S. Department of Labor and U.S. Office of Education, 1977, p. 12)

Laws requiring that limited English proficiency (LEP) learners be identified and provided services appropriate to their needs have had a tremendous effect on vocational education. These laws affect program planning, evaluation, reporting and funding, and accountability at federal, state, and local levels.

Establishing identification and assessment processes has become a difficult task for local educational agencies throughout the state. The guidelines and criteria established by the State of Illinois are stated in general terms so that local educational agencies can establish their own systems of identification and assessment. At the present time the Local District One and Five Year Plan for Vocational Education does not have a section for the plan developer to list the specific criteria for identifying LEP students.

The Illinois State Board of Education, Department of Adult, Vocational and Technical Education (DAVTE) in 1979, funded a study to review the One and Five Year Plans for those school districts that had been approved to claim reimbursement funding for serving limited English proficiency (LEP) students in vocational education programs in 1979-80. The study revealed several concerns that are related to planning and evaluation at the local, and state level. Approximately 127 of the 750 school districts in Illinois had state-approved One and Five Year Plans for serving LEP students in vocational education. However, most programs that were approved appeared to provide an English-as-a-second language (ESL) class as the only support service. According to the list of services for "Limited English Speaking" provided by the Illinois State Board of Education (1978), there are 18 services other than ESL for LEP students. Most of the approved Plans included only a few of those services. According to Day (1980), "inconsistencies in types of programs and services cannot be explained only by the differences in size and location of the individual school districts. The study revealed that procedures for identification and assessment of LEP students are often unclear. Evaluation procedures have not yet been fully established for examining services provided to the LEP student in vocational education at either the state or local level. Even in those local districts which have evaluation procedures concerning LEP students in vocational education, there is often no uniformity of design."

Purpose of the Study

The overall purpose of this study was to describe and explain the varied procedures and approaches utilized in identifying, assessing, and placing LEP students in vocational education programs in the State of Illinois, including programs that operate in the comprehensive high schools, area vocational centers, and community colleges. More specifically, the study sought to determine the following:

1. The identification procedures that are used in high schools, area vocational centers, and community colleges.
2. The assessment procedures that are used in high schools, area vocational centers, and community colleges.
3. The placement procedures that are used in high schools, area vocational centers, and community colleges.

By studying the state-of-the-art in relation to the identification, assessment, and placement procedures, one can determine the criteria being utilized, the various procedures that are being incorporated, and the people involved in the identification, assessment, and placement of LEP students in vocational education programs. This study helped to expand the knowledge and awareness of the currently used procedures. The study also provided recommendations to help improve the identification, assessment, and placement procedures of LEP students within the local educational agencies, and to aid in modifying guidelines developed at the state and federal levels.

It is hoped that the results of this study will assist the state and local educational agencies and teacher education programs in their continuing efforts to improve programs and services for LEP students.

Research Questions

The purpose of this study led to the formulation of the following major research questions:

1. What identification procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?
2. What assessment procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?
3. What placement procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?

The major research questions could not be answered by merely one question, therefore, additional related questions were asked that aided in responding to the major research questions (see Appendix A). Background information was also collected to aid in describing the population of the study.

20

Definition of Terms

1. BILINGUAL VOCATIONAL EDUCATION refers to programs which are designed to enable individuals with limited English-speaking ability to acquire necessary job skills by using two languages as the medium of instruction. An integral part of these programs is the teaching of vocational English as a second language (VESL) (Bilingual Vocational Education Project, 1979).

2. VOCATIONAL EDUCATION refers to organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (Federal Resigster, August 23, 1977).

3. LIMITED ENGLISH PROFICIENCY (LEP) refers to any member of a national origin minority who does not speak or undertand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. (Illinois State Board of Education/Department of Adult, Vocational and Technical Education, 1980).

4. ENGLISH AS A SECOND LANGUAGE (ESL) refers to the teaching of English to persons whose native language is not English (Bilingual Vocational Education Project, 1979).

5. VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL) refers to the teaching of special purpose English to limited English speaking ability persons which utilizes the vocabulary, situations, and lexicon specific to a vocational field or job (Bilingual Vocational Education Project, 1979).

6. SPECIAL NEEDS STUDENT refers to an individual who is having difficulty succeeding in a regular or special, career-oriented educational program due to the effects of a disability, disadvantage, different linguistic or cultural background, and/or disfunctional school placement, and who requires: (a) individually prescribed, unique and more powerful teaching techniques; (b) supplemental or supportive services which vary in type and extent depending on individual need; and (c) additional resources from society for his/her education and for his/her acceptance by society (Phelps, 1976).

7. ONE AND FIVE YEAR PLAN refers to a document filed in accordance with the requirements of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. The document includes written specifications of short and long range objectives for a local educational agency's vocational programs (Five Year and Annual State Plan for Vocational Educational in Illinois, 1980).

8. AREA VOCATIONAL CENTERS refers to a local education agency that provides only the specialized vocational education services. It is a shared-time program for students regularly

enrolled in neighborhood high schools who come to the center for two or three hours each day for their specialized training only (Wenrich and Wenrich, p. 141).

9. COMMUNITY COLLEGE DISTRICT refers to a local educational agency organized under the Public Community College Act which provides and maintains a higher education program. Program offerings include: (1) courses in liberal arts and sciences and general education, (2) adult education courses, and (3) courses in occupational semi-technical or technical fields leading direct to employment (Illinois School Code, S101-2).

10. ILLINOIS STATE BOARD OF EDUCATION (ISBE) refers to a seventeen member board appointed by the Governor. It is the sole agency responsible for vocational education in the State of Illinois (Five Year and Annual State Plan for Vocational Education in Illinois, 1980).

11. DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION (DAVTE) refers to a part of the Illinois State Board of Education responsible for administering vocational education (Five Year and Annual State Plan for Vocational Education in Illinois, 1980).

Assumptions

1. The local educational agencies participating in the study were concerned about improving vocational education for LEP students.

2. Local educational agencies' personnel were able to document the identification, assessment, and placement procedures they used.

3. The respondents of questionnaires and interviews were accurate and truthful in their reply to all questions.

Limitations

1. This study did not attempt to evaluate the local educational agency or any specific school program.

2. Local educational agencies participating in this study may not have had LEP students in their districts and/or vocational education programs at the time of the study; thus, their specific knowledge regarding the identification, assessment, and placement procedures may vary accordingly.

24

CHAPTER II

METHODOLOGY AND PROCEDURES

Research Methods

This chapter describes the research methods, population and sample for the study, instrumentation and data collection procedures, and methods of analysis that were used in this study.

The intent of this study was to examine and describe the varied procedures and approaches utilized in identifying, assessing, and placing LEP students in vocational education programs throughout the state. Studies of limited English-proficient students in vocational education are extremely scarce. At the present very few efforts have been made to describe and explain the identification, assessment, and placement procedures utilized for LEP students in vocational education. According to a study conducted by Lopez-Valadez (1979), the areas in which vocational educators in Illinois seem to have the least awareness are the identification, assessment, and diagnostic procedures utilized for LEP students in vocational education.

This study utilized four research methods in order to expand awareness and knowledge of the currently used identification, assessment, and placement procedures of LEP students in vocational education programs in the State of Illinois. First, survey data was collected from vocational education program directors of all LEAs in Illinois that have approved One and Five Year Plans for claiming reimbursement funds from ISBE/DAVTE for serving LEP students in vocational education programs for 1980-81. The mail questionnaire, which is presented in Appendix D, was designed to obtain detailed information regarding the identification, assessment, and placement procedures.

Second, a document analysis of the Local One and Five Year Plans submitted to the ISBE was conducted for all of the LEAs that claimed reimbursement funds from DAVTE for serving LEP students in vocational education during 1979-80. The document analysis provided the researcher with additional data that aided in substantiating and explaining in greater detail data collected from the questionnaire.

The third research method was a case and field study. Three, one-day on-site visitations were conducted at three LEAs serving LEP students in vocational education programs. The on-site visitations provided additional information and gave the researchers an opportunity to verify and explain in greater detail the results of the questionnaire. The field study also helped provide a more complete base for conclusions and recommendations.

Fourth, a telephone questionnaire was developed to obtain information from selected state directors of vocational education regarding what other states are doing in identifying, assessing, and placing LEP students in vocational education programs. The telephone questionnaire also helped provide a more complete base for conclusions and recommendations.

Population and Sample

Mail Questionnaire

The population for the mail questionanire, which was developed to obtain information regarding the identification, assessment and placement procedures, included all LEAs that had submitted One and Five Year Plans to the Illinois State Board of Education and were approved to claim reimbursement funds from DAVTE for serving LEP students in vocational education programs for 1980-81. Although there were 750 LEAs that had submitted One and Five Year Plans, the population included 212 (28%) LEAs that had approved plans to claim reimbursement funds for LEP students in vocational education programs.

Three reasons for using this population for the study were derived. First, recent data was available on these programs. Second, in order for an LEA to have an approved Plan to claim reimbursement funds for LEP students it must specify in its One and Five Year Plan what services they are providing and/or intend to provide for LEP students in vocational education. The Plan is reviewed by the Regional Vocational Administrator and then by the ISBE/DAVTE central office personnel before approval is granted. Therefore, this population includes all the LEAs that the State of Illinois recognizes as making efforts to provide services to LEP students in vocational education. Third, the population includes a comprehensive array of programs including those offered by secondary schools, area vocational centers, and community colleges.

Specifically, the population for the mail questionnaire was stratified in the following manner:

(a) type of local educational agency (high school, area vocational center, and community college); (b) vocational education regions in the state (See Appendix B) established by ISBE/DAVTE (City of Chicago, Suburban Cook and Lake Counties, and Regions 1-6); (c) local educational agencies that claimed reimbursement funds for LEP students in vocational education programs for 1979-80;

(d) local educational agencies that did not claim reimbursement funds for LEP students for 1979-80.

Specifically, the population for this study included 168 high schools, 11 area vocational centers, and 33 community colleges distributed throughout the vocational education regions in the state. Table 1 presents a detailed regional description of the population.

Document Analysis

The population for the document analysis of the Local One and Five Year Plan were the LEAs in the State of Illinois that claimed reimbursement funds for serving LEP students in vocational education for 1979-80. Although there were 212 LEAs that had approved plans, the population represents a group of 59 LEAs (28%) that actually claimed reimbursement funds for LEP students in vocational education for 1979-80. This group of 59 LEAs includes 48 high schools, 3 area vocational centers, and 8 community colleges. Table 2 provides a detailed description of the LEAs claiming reimbursement. In order to claim reimbursement funds for LEP students in vocational education an LEA must have an approved plan. In addition, each LEA documents in their Local One and Five Year Plan the additional services they are providing to LEP students in vocational education.

On-Site Visitations

On-site visitations to three LEAs serving LEP students in vocational education programs were conducted. The three sites were selected from the 212 LEAs that participated in the mail questionnaire and pilot test. The LEAs selected were the three with the most LEP students in vocational education for 1980-81 and that during the follow-up phone call also expressed an interest in participating in

TABLE 1

Regional Description of LEAs Approved to Claim Reimbursement Funds for Serving LEP Students (1980-81)

Local Educational Agency	City of Chicago	Suburban Cook/ Lake Counties	Region Location						Total	Percentage
			I	II	III	IV	V	VI		
High Schools	23	28	26	22	0	7	12	50	168	79
Area Vocational Centers	0	1	3	3	0	1	0	3	11	5
Community Colleges	5	7	5	5	0	2	1	8	33	16
TOTAL	28	36	34	30	0	10	13	61	212	
% of Population	13%	17%	16%	14%	0%	5%	6%	29%	100%	

TABLE 2

LEAs Claiming and Not Claiming Reimbursement Funds for Serving LEP Students (1979-80)

Local Educational Agency	Claiming	Not Claiming
High Schools	48	120
Area Vocational Centers	3	8
Community Colleges	8	25
TOTAL	59	153
% of Population	28%	72%

the on-site visitation. These three LEAs included one high school, one area vocational center, and one community college.

The reasons for using this criteria in the selection of LEAs for the on-site visitations were based on the time constraints of the study, and willingness of the LEAs to participate.

Telephone Questionnaire

The telephone questionnaire was conducted with seven states. The seven states were selected from the National Center for Education Statistics (NCES), Survey of Income and Education (SIE) (1978) as having the largest percentages of language-minority persons. States with 16 to 25% of language-minority persons were selected to participate in the phone questionnaire. This included the following states: Arizona, California, Florida, Massachusetts, New Mexico, New York, and Texas. The reason for selecting these seven states was based on the assumption that the larger percentage of language minority persons residing within the state, the more likely it would be that LEP students were being served in vocational education programs.

Instrumentation and Procedures

A variety of mail and interview instruments were developed and pilot tested for conducting each of the four procedures.

Mail Questionnaire

First, survey data was collected from vocational education program directors of all LEAs in Illinois that have approved Local One and Five Year Plans for claiming reimbursement funds from DAVTE for serving LEP students in vocational education for 1980-81. This represents 212 LEAs in the State of Illinois that have approved Plans to claim reimbursement funds. The list of the 212 LEAs was compiled by calling the Regional Vocational Administrator from each vocational education region in the state and obtaining the names of the LEAs with approved plans to claim reimbursment funds for LEP students in the vocational education program for 1980-81. In January, 1981, application for permission to conduct the mail survey in the selected Chicago Public Schools was submitted to the Chicago Board of Education. As a result permission was granted in March, 1981. In April 22, 1981 initial contact with vocational education program directors was made by writing a letter (see Appendix C) which explained the purpose of the study and requested a response to an enclosed questionnaire (see Appendix D) designed to collect data on the identification, assessment, and placement procedures of LEP students in vocational education programs. The letter emphasized that this was not an evaluation of the program and that depending upon the administrative structure of their LEA, it might be necessary to involve other personnel in completing the questionnaire. A self-addressed stamped envelope accompanied the questionnaire. The questionnaire was divided into four sections. Section I collected background information on the LEA including current services provided to LEP students in vocational education. Section II obtained information on the identification of LEP students. Section III obtained information on the assessment of LEP students, and Section IV collected information on program placement procedures.

Two weeks after the questionanire was mailed a follow-up letter was sent to the vocational education program directors not returning the questionnaires (see Appendix E). The follow-up letter reminded the director of the study purpose and importance of their contribution to the study. On May 22, 1981 for the vocational education program directors who did not respond to the initial mailing of the questionnaire or to the follow-up letter, a follow-up phone call was made to encourage them to complete and return the questionnaire as soon as possible.

Document Analysis

Second, a document analysis was conducted of the Local One and Five Year Plans of the LEAs that claimed reimbursement funds from DAVTE for serving LEP students in vocational education for 1979-80. This represented a group of 59 LEAs that claimed reimbursement. The list of the 59 LEAs that claimed reimbursement funds for LEP students in vocational education was compiled from a computer printout provided by the ISBE/DAVTE.

An instrument was developed to aid in retrieving and recording information from the Plans (see Appendix F). The instrument was divided into four sections which match the format of the Local One and Five Year Plan.

Section A provided the district's name, address, name and telephone number of the plan developer, type of agency, and whether the agency was claiming or not claiming reimbursement funds for LEP students.

Section B examined the documentation in the Plan of program improvement activities related to the identification, assessment, and placement of LEP students.

Section C examined the LEA's criteria for identifying LEP students, the assessment instrument and/or techniques used for LEP students, and if additional services were provided.

In February 1981, permission was obtained from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education to use the One and Five Year Plans on file in the offices in Springfield, Illinois. Fifty-nine One and Five Year Plans were read and reviewed in the ISBE/DAVTE offices in Springfield, and the data recorded/collected for later analysis. The document analysis provided the researchers with additional data that aided in clarifying and explaining in greater detail data collected from the questionnaire.

On-Site Visitations

The third method of data collection involved conducting interview sessions through on-site visitations during May and June, 1981. On-site visitations to three local educational agencies serving LEP students in vocational education programs were conducted. These three LEAs included one high school, one area vocational center, and one community college. This involved developing a tentative set of questions to use at interview sessions with directors, administrators, teachers, and students during on-site visitations. This interview guide consisted of eight questions (see Appendix G) concerning the identification, assessment, and placement procedures utilized for LEP students in vocational education. The questions were developed as a result of data gathered from the mail questionnaires and the document analysis. Initial contact with the vocational education program directors from the three LEAs was made over the telephone and dates, interview appointments, and arrangements were made for the on-site visitations. The interviews provided additional information and gave the researcher an opportunity to verify and explain in greater detail the results of the mail questionnaire. This also helped provide a more complete base for conclusions and recommendations that resulted from this study.

Telephone Questionnaire

A telephone survey was conducted which collected data and information from state directors of vocational education of the seven states having the largest percentages of language minority persons. During April and May, 1981 initial contact with state directors of vocational education was made by telephone and the purpose of the study was explained. They were asked if they would be willing to participate in the study, and all state directors responded affirmatively. The state directors for each state were then asked questions from a telephone questionnaire (see Appendix H) that was designed to collect data concerning the procedures the state was using in identifying, assessing, and placing LEP students in vocational education programs. Specifically, the telephone questionnaire sought to collect the following information:

1. Procedures required or mandated by other states in the identification, assessment, and placement of LEP students in vocational education programs.
2. The criteria used for identifying LEP students being served by the LEAs.

3. The test(s) and or procedure(s) being used by LEAs in the assessment of LEP students in vocational education programs.
4. The criteria being used by LEAs for placing LEP students in vocational education programs.
5. The major problems other states face in the identification, assessment, and placement of LEP students in vocational education.
6. What other states are doing to over-come the major problems previously cited in identifying, assessing and placing LEP students in vocational education.

All instruments (mail questionnaire, document analysis instrument, tentative interview guide questions for on-site visitations, and phone questionnaire) were reviewed and evaluated for face and content validity by the project advisory committee and project director. All these individuals were knowledgeable of vocational education and/or in serving LEP students.

Pilot Study

A pilot study was conducted for the mail questionnaire using a sample of 15 LEAs that were randomly selected from the 212 LEAs that had approved plans to claim reimbursement funds from DAVTE for LEP students in vocational education for 1980-81. The sample included ten high schools, one area vocational center, and four community colleges. The researcher, after identifying the LEAs for the pilot test, called the vocational education program directors of each LEA, and explained the study. The vocational education program directors were then asked if they would like to participate in the pilot test. All 15 directors consented to be part of the pilot test. Each director was then sent a questionnaire with a letter of appreciation for their willingness to participate in the pilot test and asking them to return the questionnaire in two weeks. After the questionnaires were returned, a follow-up phone call was made to each director to obtain feedback and comments on how to improve the questionnaire. This pilot study was used to determine the effectiveness of the questionnaire. Results from the pilot test served as a check for administrative problems, such as appropriateness of length, coding of responses for data analysis, respondents not understanding the directions, appropriateness of data in meeting the objectives of the study, etc.

The feedback and comments from the respondents determined that not many changes were necessary on the questionnaire. There was agreement that the questionnaire was explicit with its instructions and questions, and the data being collected was appropriate for meeting the objectives of the study, Necessary changes were made and the questionnaire was finalized.

Method of Analysis

The data collected from the mail questionnaire were tabulated and stated in terms of percentages and frequencies. This procedure aided in making comparisons among the types of LEAs to determine where differences and similarities exist.

The data gathered from the One and Five Year Plans, the phone questionnaire, and interviews from the on-site visitations were reported in appropriate tabular and narrative form.

The on-site visitations provided an opportunity to obtain qualitative data that was helpful in explaining and interpreting much of the quantitative data collected during the previous phases of the study. By combining these four different research methods, it was anticipated that the varied and complex procedures and approaches utilized in identifying, assessing, and placing LEP students in vocational education programs could be fully described.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to describe and explain the varied procedures and approaches utilized in identifying, assessing, and placing LEP students in vocational education programs in the State of Illinois that operate at the secondary, area vocational center, and community college levels. This chapter presents the results of the study and discusses the findings that are significant to the procedures of identifying, assessing, and placing LEP students. As previously stated the data sources in this study included the following:

1. Mailing a questionnaire to vocational education program directors of 212 LEAs that had approved Local One and Five Year Plans for claiming reimbursement funds from DAVTE for serving LEP students in vocational education for 1980-81.

2. Conducting a document analysis of the Local One and Five Year Plans of the 59 LEAs that had claimed reimbursement funds from DAVTE for serving LEP students in vocational education for 1979-80.

3. Conducting interview sessions during on-site visitations to three LEAs serving LEP students in vocational education.

4. Conducting a phone questionnaire with state directors of vocational education of seven states that had the largest percentages of language minority persons.

The findings from all the data sources have been organized according to the research questions that were addressed by this study.

Sample and Return

In the State of Illinois, local educational agencies that are interested in receiving federal vocational education funds must annually submit a Plan to the Illinois State Board of Education. This Plan is referred to as the Local One and Five Year Plan for

Vocational Education, and it is divided into the following eight sections: general information; program improvement plan; occupational program narrative; occupational program and course content; potential evaluation team members; financial projections; occupational program personnel; assurances and certification. Approximately 750 local educational agencies (e.g. high schools, community colleges, area vocational centers, correctional institutions, and other related agencies) submit Plans each year. For 1980-81 approximately 212 LEAs in the State of Illinois had requested and approval of their Plans to claim reimbursement funds for serving LEP students in vocational education. It is important to note that LEAs which have had their Plans approved for serving LEP students in vocational education are not necessarily claiming them for reimbursement, or even have LEP students attending their LEAs. It only means that they have had their Plans and programs to serve LEP students approved.

It is possible that some LEAs are providing excellent services and are not claiming LEP students, nor reporting them in their Plans. It is also possible that some LEAs have approved Plans, but do not have LEP students attending their LEAs. It was assumed that if there were no LEP students attending the LEA, the LEA would not be able to complete the questionnaire. Therefore, in the cover letter and questionnaire it was stated that if there were no LEP students currently attending the LEA, to please return the uncompleted questionnaire in the enclosed envelope. Of the 212 questionnaires sent to LEAs, 105 (50%) questionnaires were returned uncompleted (indicating that LEP students were not presently being served), and 62 (29%) were returned completed. The total return of 167 (79%) questionnaires is shown on Table 3.

The fact that the quesionnaires were sent directly to vocational education program directors was reflected in the predominance of vocational education program directors responding to the questionnaire (34%). However, there were a variety of other LEA staff involved in completing the questionnaires. Administrators other than Vocational Education Program Directors (e.g. Special Program Directors, Cooperative Coordinators, Vocational Education Supervisors, Directors of Adult/Vocational and Technical Education, Directors of Instruction, Directors of TESOL Programs, Bilingual Coordinators, ESL Coordinators, and Student Service Managers) comprised 28% of the respondents. Vocational Coordinators represented 11% and Community College Deans represented another 10% of the questionnaire respondents (See Table 4).

The Illinois State Board of Education, DAVTE provided the One and Five Year Plans for the document analysis. An instrument was developed to aid in retrieving and recording information from the Plans. The instrument was divided into four sections which match the format of the Local One and Five Year Plan. Specifically, the instrument obtained information on the program improvement activities related to the identification, assessment, and placement of LEP students, the LEAs criteria for identifying LEP students, and the assessment instruments and/or techniques used for LEP students. The telephone questionnaire was conducted in the LEP project office

TABLE 3

Return of Mail Questionnaire

Type of Local Educational Agency	Number Sent	Number Returned Completed	Number Returned Uncompleted	Total Number Returned	Percentage Returned
High Schools	168	43	89	132	62%
Area Vocational Centers	11	3	8	11	5%
Community Colleges	33	16	8	24	12%
TOTAL	212	62	105	167	79%

TABLE 4

Staff Positions of Mail Questionnaire Respondents

Staff Positions	(f)	%
Vocational Education Program Directors	21	34
*Administrators	17	28
Vocational Coordinators	7	11
College Deans	6	10
Counselors	4	6
Principals or Assistant Principals	4	6
Superintendents or Assistant Principals	3	5
TOTAL	62	100

*Directors, Coordinators, Supervisors, Managers at the University of Illinois. The state directors of vocational education for each state in the study were asked questions from the telephone questionnaire regarding the procedures the state was using in identifying, assessing, and placing LEP students in vocational education programs. Each telephone call lasted from one to two hours. The three on-site visitations were conducted with vocational education program directors, administrators, counselors, teachers, and students at one high school, one area vocational center, and one community college. The on-site visitations consisted of interview sessions and observation. The interview sessions focused around ten questions that were developed from the data and information collected from other phases of the study. The questions were designed to assist the researcher in explaining and describing the various approaches and procedures utilized in identifying, assessing, and placing LEP students in vocational education programs.

In order to present a description of the LEAs that participated in the study, background information was obtained from the mail questionnaire.

First, the extent to which LEAs in the study are serving LEP students in vocational programs is presented in Table 5. The table shows the number of LEP students in vocational education programs for 1979-80 and 1980-81. It must be noted that these figures represent only responses from 47 of the 62 LEAs that returned completed questionnaires. This means that 15 LEAs returning a completed instrument chose not to respond or stated that this information was not available. Therefore, this information is not completely descriptive of all the LEAs in the study or the state. It is possible that some LEAs that did not provide this information

TABLE 5

Number of LEP Students in Vocational Education for 1979-80 and 1980-81

Type of Local Educational Agency	Number of LEAs	Number of LEP Students in Voc. Ed. for 1979-80	Number of LEP Students in Voc. Ed. for 1980-81	Total Number of LEP Students in Vocational Education
High Schools	43	1466	1582	3048
Area Vocational Centers	3	51	49	100
Community Colleges	16	5661	5589	11,250
TOTAL	62	7178	7220	14,398

are serving large numbers of LEP students in their vocational programs. Table 5 shows that the largest number of LEP students are being served in community colleges.

Second, local educational agencies participating in the study were asked if they were providing additional services to LEP students enrolled in vocational education programs. Table 6 shows that thirty-eight high schools, two area vocational centers and sixteen community colleges indicated they were providing additional services to LEP students enrolled in vocational education programs. Table 7 shows the variety of additional services being provided for LEP students by the different types of LEAs. The four most frequent additional services mentioned by the total respondents were English as a second language (73%), classroom or meeting rooms for tutorial sessions (63%), language proficiency testing and placement (60%), and bilingual guidance and counseling (55%). It is interesting to note that despite the fact that 45 of the LEAs in the study indicated they were providing ESL, only 12 indicated VESL. According to Day (1980), "the review of the One and Five Year Plans for those LEAs that had been approved to claim reimbursement funds for serving limited English proficiency (LEP) students in vocational education programs in 1979-80, the two most frequently provided additional service for LEP students were English as a second language and instructional aids/tutors. Also forty-one (41) of the approved LEAs reported special guidance and counseling, but of those 41, only 10 specifically reported bilingual counseling. This may imply that plan writers for the One and Five Year Plans may need more awareness in knowing which services to provide for LEP students."

TABLE 6

LEAs Providing and Not Providing Additional Services to LEP Students in Vocational Education Programs

Type of Local Educational Agency	Providing Additional Services	Not Providing Additional Services
High Schools	38	5
Area Vocational Centers	2	1
Community Colleges	16	0
TOTAL	56	6
% of Respondents	90	10

TABLE 7

Summary of Additional Services Provided to LEP Students In Vocational Programs by Local Educational Agencies

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Additional Services	(f)	%	(f)	%	(f)	%	(f)	%
Support Services								
Bilingual guidance and counseling	(22)	51	(1)	33	(11)	69	(34)	55
Language proficiency testing and placement	(23)	54	(1)	33	(13)	81	(37)	60
Community support	(20)	47	(1)	33	(4)	25	(25)	40
Financial assistance	(10)	23	(1)	33	(11)	69	(22)	36
Day-care services for children	(0)	0	(0)	0	(7)	44	(7)	11
Social services and/or family involvement	(12)	28	(1)	33	(3)	19	(16)	26
Special and or/free transportation	(2)	5	(1)	33	(3)	19	(6)	10
Bilingual promotional/recruitment materials	(13)	30	(1)	33	(7)	44	(21)	34
Other (See Appendix I)	(3)	7	(0)	0	(2)	13	(5)	8
Instructional Services								
Bilingual tutors	(19)	44	(0)	0	(11)	69	(30)	48
Special vocational classes (class size lower than average)	(7)	16	(0)	0	(5)	31	(12)	19
Bilingual vocational classes	(4)	9	(0)	0	(5)	31	(9)	15
Extended school day/week/term	(3)	7	(0)	0	(1)	6	(4)	7
Bilingual reader/interpreter	(14)	33	(1)	33	(5)	31	(20)	32
Special and/or free instructional materials	(17)	40	(2)	67	(9)	56	(28)	45

TABLE 7 (Cont.)

	(f)	%	(f)	%	(f)	%	(f)	%
Curriculum development and/or adaptation	(17)	40	(1)	33	(8)	50	(26)	42
First language instructional materials/ bilingual	(14)	33	(0)	0	(5)	31	(19)	31
English as a second language (ESL)	(29)	67	(1)	33	(15)	94	(45)	73
Vocational English as a second language (VESL)	(6)	14	(0)	0	(6)	38	(12)	19
Other (See Appendix I)	(5)	12	(1)	33	(5)	31	(11)	18
Facilities and Equipment								
Classroom or meeting rooms for tutorial Sessions	(27)	63	(0)	0	(12)	75	(39)	63
Language lab for language practices	(13)	30	(0)	0	(7)	44	(20)	32
Resource room for special bilingual Materials	(13)	30	(2)	67	(6)	38	(21)	34
Instructional aids	(21)	49	(1)	33	(11)	69	(33)	53
Other (See Appendix I)	(3)	7	(0)	0	(3)	19	(6)	10
Job Placement and Follow-up Services								
Performance evaluation	(8)	19	(0)	0	(5)	31	(13)	21
Job placement	(14)	33	(1)	33	(11)	69	(26)	42
Follow-up	(13)	30	(1)	33	(10)	63	(24)	39
Other (See Appendix I)	(3)	7	(0)	0	(2)	13	(5)	8
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

Third, local educational agencies participating in the study were asked if they were planning to claim reimbursement funds from ISBE/DAVTE for LEP students in vocational education for 1980-81. Forty-four (71%) LEAs indicated they were planning to claim reimbursement funds for LEP students and 18 (29%) LEAs indicated they were not planning to claim reimbursement funds for LEP students (see Table 8). Eleven percent of the local educational agencies not planning to claim reimbursement funds from ISBE/DAVTE for LEP students in vocational education programs indicated that the funds received were insufficient. Thirteen percent of the local educational agencies indicated that too much time and paper work was required (see Table 9). Two additional reasons mentioned for not claiming reimbursement funds for LEP students by three high schools and a community college were: (1) LEP students are claimed as disadvantaged, and (2) LEP students are not sufficiently competent in English to advance to vocational education programs.

On-site interviews and review of the One and Five Year Plans revealed that LEP students are many times claimed as disadvantaged because money for LEP students and disadvantaged students come from the same federal funds. It was stated that for funding purposes students could not be claimed as both disadvantaged and limited English proficient, therefore, it was easier and more efficient to claim LEP students as disadvantaged.

Fourth, local educational agencies were asked if they were utilizing funding sources other than DAVTE to help serve LEP students in vocational education. Thirty-eight (61%) LEAs indicated they were

TABLE 8

LEAs Planning and Not Planning to Claim Reimbursement Funds for LEP Students in Vocational Education (1980-81)

Type of Local Educational Agency	Planning to Claim	Not Planning to Claim
High Schools	29	14
Area Vocational Centers	3	0
Community Colleges	12	4
TOTAL	44	18
% of Respondents	71	29

TABLE 9

Summary of the Reasons Given by Local Educational Agencies for not Planning to Claim Reimbursement Funds for LEP Students in Vocational Education (1980-81)

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Reasons for Not Planning to Claim	(f)	%	(f)	%	(f)	%	(f)	%
Funds are insufficient	(4)	9	(0)	0	(3)	19	(7)	11
Too much time (paper work) required	(6)	14	(0)	0	(2)	13	(8)	13
Students are too difficult to identify	(2)	5	(0)	0	(2)	13	(4)	7
Students rights/labeling implications	(0)	0	(0)	0	(0)	0	(0)	0
No LEP students in area	(3)	7	(0)	0	(0)	0	(3)	5
Not knowledgeable about LEP programs	(1)	2	(0)	0	(1)	6	(2)	3
Not aware of LEP program funding sources	(2)	5	(0)	0	(0)	0	(2)	3
Other (See Appendix I)	(3)	7	(0)	0	(1)	6	(4)	7
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

utilizing other funding sources to help serve LEP students in vocational education, and 24 (39%) LEAs indicated they were not utilizing other funding sources (See Table 10). Table 11 shows the variety of funding sources other than DAVTE the LEAs were utilizing to help serve LEP students in vocational education. The most frequently utilized funding source other than DAVTE indicated by high schools and community colleges was the Comprehensive Employment and Training Act (CETA). The only other funding source being utilized by one of the area vocational centers was the Indochinese Refugee Consortium.

The organization of the data is presented concurrently with the major research questions of the study and the additional related questions. The data collected from the various phases of the study has been combined to provide an extensive range of information to assist in drawing conclusions.

Research Question 1: Identification Procedures. The first major research question focuses on the nature and similarities of identification procedures used by high schools, area vocational centers, and community colleges. To answer this research question the following seven additional related questions were addressed:

1. Who is involved in establishing criteria used for identification of LEP students?
2. What is the local criteria established for identification of LEP students?
3. What types of information and data are used to identify LEP students?
4. What is the position or title of the person who collects the information and data?

TABLE 10

LEAs Utilizing and Not Utilizing Funding Sources Other Than DAVTE To Help Serve LEP Students in Vocational Education

Type of Local Educational Agency	Utilizing Other Funding Sources	Not Utilizing Other Funding Sources
High Schools	23	20
Area Vocational Centers	1	2
Community Colleges	14	2
TOTAL	38	24
% of Respondents	61	39

Table 11

Summary of Funding Sources Other Than DAVTE Utilized by Local Educational Agencies to Help Serve LEP Students in Vocational Education

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Funding Sources	(f)	%	(f)	%	(f)	%	(f)	%
Comprehensive Employment and Training Act (CETA)	(12)	28	(0)	0	(8)	50	(20)	32
Migrant Council	(2)	5	(0)	0	(2)	13	(4)	7
Indochinese Refugee Consortium	(6)	14	(1)	33	(5)	31	(12)	19
Illinois Community College Board Appropriation Funds	(0)	0	(0)	0	(6)	38	(6)	10
Adult Education Act	(4)	9	(0)	0	(4)	25	(8)	13
Other (See Appendix I)	(5)	12	(0)	0	(5)	31	(10)	16
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

5. For what purpose(s) are LEP students identified by the LEAs?

6. What is the position or title of the person who uses the identification information?

7. Has a formal referral form or procedure been developed for use with LEP students?

The mail survey (question number 8) asked for the people involved in establishing the criteria used for identification of LEP students. Table 12 presents the results of this question. Guidance counselors (86%) and administrators (65%) in high schools had the most frequent involvement in establishing criteria for identification of LEP students. Two of the three area vocational centers in the study indicated that they were not involved in establishing criteria for identification of LEP students. It was noted by the respondents that all students attending the area vocational center were identified and enrolled by the local school districts (feeder schools). All criteria and the staff involved in the identification of LEP students appears to be determined at the home high school.

English as a second language (ESL) personnel (88%) appeared to have the most extensive involvement in the community colleges. Administrators, counselors, adivsory committees, parents, vocational teachers, bilingual teachers and ESL personnel all had involvement in establishing identification criteria in high schools and community colleges. Community colleges indicated the additional use of the curriculum developer, special project staff, and classroom teachers. High schools indicated ISBE/DAVTE guidelines and classroom teachers as others involved in establishing identification criteria of LEP students.

TABLE 12

Summary of Persons Involved in Establishing Identification Criteria for LEP Students

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Persons Involved	(f)	%	(f)	%	(f)	%	(f)	%
Administrators	(28)	65	(1)	33	(8)	50	(37)	60
Guidance Counselors	(37)	86	(1)	33	(12)	75	(50)	81
Advisory Committee	(4)	9	(0)	0	(1)	6	(5)	8
Parents	(15)	35	(1)	33	(1)	6	(17)	27
Vocational Teachers	(16)	37	(1)	33	(6)	38	(23)	37
Bilingual Teachers	(22)	51	(0)	0	(6)	38	(28)	45
English as a Second Language (ESL) Personnel	(22)	51	(1)	33	(14)	88	(37)	60
Other (See Appendix I)	(4)	9	(2)	67	(4)	25	(10)	16
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	(62)	100

The mail survey (question number 9) asked each LEA specifically for the criteria established for identification of LEP students. The question was open ended and designed to determine the local criteria established by each LEA for identification of LEP students. Table 13 presents the frequency rankings of the local criteria established for identification of LEP students by high schools, area vocational centers, and community colleges. Counselor identification and referral was the local criteria established for identification of LEP students most frequently mentioned by high schools and community colleges. Referral from feeder schools was the identification criteria for LEP students indicated most frequently by area vocational centers. There appears to be a wide variety of local criteria established for identification of LEP students by LEAs. In addition most LEAs had different identification criteria for LEP students. In high schools there were nine local criteria established for LEP students mentioned only once, and there were six local identification criteria mentioned only once in community colleges.

The review of the One and Five Year Plans revealed that most LEAs did not report criteria for identifying LEP students. Of the 59 One and Five Year Plans reviewed, there were 23 (39%) that had identification criteria for LEP students. Of these 23 LEAs, there were 13 (22%) that used the criteria established by the ISBE/DAVTE which was the definition for persons of limited English speaking ability and the four levels of English language proficiency developed by the Illinois State Board of Education, Bilingual Section. Also in the information retrieved from the Plans it was discovered that many

TABLE 13

Frequency Rankings of Local Criteria Established for Identification of Limited English Proficiency (LEP) Students

Local Criteria	(f)	%
High Schools N = 43		
*Counselor identification and referral	11	26
Criteria established by ISBE/DAVTE	7	16
Student does not speak English	6	14
*Teacher identification and referral	6	14
Student self identification	4	9
Standardized language tests	4	9
Functional English Language Survey Test	4	9
Referral from feeder schools	4	9
Student enrolled in ESL class	4	9
Referral by students and community organizations	3	7
Referral by faculty members	3	7
Locally developed oral tests	3	7
If English is not student's primary language	3	7
Referral by parents	2	5
Standardized achievement tests	2	5
Area Vocational Centers N = 3		
Referral from feeder schools	2	67
Counselor identification and referral	1	33
Community Colleges N = 16		
*Counselor identification and referral	5	31
Score on Michigan Test of English Language Proficiency	3	19
Student self identification	3	19
Student enrolled in ESL class	3	19
*Teacher identification and referral	3	19
Placement testing administered by ESL developmental staff during registration and first class sessions	2	13
Locally developed written tests	2	13

* Interviews, testing, observations

66

LEAs are including LEP students as disadvantaged and are not distinguishing the differences in the identification procedures or services provided. Interviews during on-site visitation at a high school revealed that identification of LEP students was done on an informal individual basis by counselors and teachers. Interviews at a community college revealed that students who score less than 25 on The John Oral Proficiency Test or who have an equalized score of less that 79 on the Michigan Test of English Language Proficiency were identified as LEP students. Although it appears that a wide variety of criteria have been established for identification of LEP students during almost all on-site interviews and in the review of the One and Five Year Plans, it was mentioned and reported that identification systems for LEP students are not well established and there are problems and difficulties in identifying LEP students.

The telephone questionnaire with state directors of vocational education revealed that none of the states contacted (7) had required or mandated identification procedures for LEP students. It was indicated that it was specifically left to the individual LEAs to establish their own systems of identification. The telephone questionnaire also revealed that a major concern was school district personnel "did not know what an LEP student was," and that some school districts identify students as LEP if they have a non-English surname. Many state directors felt there was no consistency in the identification of LEP students because there was no standardized criteria. State directors expressed a need to educate the people involved in the identification, as well as other staff, regarding the definition of LEP students, what their needs are, and the best ways they can be served.

Question 10a and 10b of the mail survey attempted to determine the types of information and data used to identify LEP students and the position or title of the person who collects the information and data. Table 14 indicates that high schools used all the varied types of information and data mentioned in the mail survey. Community Colleges also used all the varied typed of information and data with exception of parent interviews. It is important to note again that two of the three area vocational centers in the study indicated they were not involved in identifying LEP students, therefore, they were unable to respond to the questions in the survey concerning the identification procedures of LEP students. The information and data most frequently mentioned by high schools for identification of LEP students were referrals from district personnel (77%), with counselors being the person most frequently mentioned to collect this information and data (see Table 15). For community colleges the two information and data sources most frequently mentioned were formal testing (69%) and student interviews (69%), with counselors and ESL faculty being the persons most often involved in collecting this information and data. Although there were a great many persons mentioned as collecting the different types of information and data, Table 15 presents only the titles of the persons most frequently mentioned. Overall, counselors were the persons most frequently mentioned who collect the various types of identification information and data. During on-site interviews it was indicated that inservice training relative to the identification and services for LEP students was cited as needed by all LEA personnel. It was also noted that the identification

TABLE 14

Summary of the Types of Identification Information and Data Used by Local Educational Agencies

Identification Information and Data	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
	(f)	%	(f)	%	(f)	%	(f)	%
Referrals from LEA personnel	(33)	77	(1)	33	(9)	56	(43)	69
Bilingual census	(17)	40	(0)	0	(1)	6	(18)	29
Review of files	(21)	49	(1)	33	(7)	44	(29)	47
Formal testing	(22)	51	(0)	0	(11)	69	(33)	53
Student observations	(22)	51	(1)	33	(5)	31	(28)	45
Staff survey	(14)	33	(0)	0	(3)	19	(17)	27
Parent interviews	(20)	47	(1)	33	(0)	0	(21)	34
Student interviews	(28)	65	(1)	33	(11)	69	(40)	65
Student attendance records	(9)	21	(0)	0	(5)	31	(14)	23
Classroom grades	(12)	28	(0)	0	(4)	25	(16)	26
Economic background	(2)	5	(0)	0	(3)	19	(5)	8
Cultural adjustment	(16)	37	(0)	0	(5)	31	(21)	34
Other	(0)	0	(0)	0	(0)	0	(0)	0
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

TABLE 15

Position or Title of the Persons Who Were Most Frequently Mentioned by LEAs as Responsible for Collecting the Identification Information and Data

	Local Educational Agencies		
	High Schools	Area Vocational Centers	Community Colleges
Identification Information and Data	Position/Title	Position/Title	Position/Title
Referrals from LEA Personnel	Counselors (10)	Counselors (1)	Counselors (2) ESL Faculty (2)
Bilingual census	B/L Coordinators (5)		Counselors (1)
Review of files	Counselors (11)	Counselors (1)	Counselors (2) ESL Faculty (2)
Formal testing	Counselors (12)		Counselors (4) ESL Faculty (4)
Student observations	Teachers (12)	Counselors (1)	Teachers (3)
Staff survey	Principals (5)		Special Services Personnel (2)
Parent interviews	Counselors (11)	Counselors (1)	
Student interviews	Counselors (16)	Counselors (1)	Counselors (4) ESL Faculty (4)
Student attendance records	Counselors (6)		Special Programs Directors (2)
Classroom grades	Teachers (7)		Teachers (3)
Economic background	Counselors (2)		Counselors (2)
Cultural adjustment	Counselors (11)		Counselors (4)

Note: ( ) indicates frequency of response

information and data needed to be kept on file for fiscal auditions purposes, therefore more careful identification procedures were needed.

Question 11a on the mail survey asked the participants of the study if, in their opinion, the types of information and data used by their LEA to identify LEP students were satisfactory. Table 16 presents the results of this question. Fifty-three (85%) of the LEAs indicated that the types of information and data used to identify LEP students were satisfactory, and nine (15%) indicated they were not satisfactory. Some recommendations given by the LEAs responding "not satisfactory" included: better articulation among staff, better instruments and identification procedures, and systematic and formal identification procedures that would allow staff to understand and establish better learning systems for LEP students.

Question 12a of the mail survey asked for the reasons LEP students are identified and question 12b asked what was the position or title of the person most likely to use the identification information. Table 17 shows that the reason most frequently given by all types of local education agencies for identifying LEP students was to determine needed support services. Table 18 shows counselors as the persons most frequently mentioned for determining the needed support services. To plan individualized instruction (72%) was noted by high schools as an important reason for identifying LEP students with teachers and bilingual staff being cited as the persons most likely to plan individualized instruction. To claim reimbursement funds from DAVTE was also noted by all types of local educational agencies as a reason with significant importance. It is important to note

TABLE 16

LEAs Indicating that the Types of Information and Data Which They Used to Identify LEP Students Are Satisfactory or Not Satistactory

Type of Local Educational Agency	Satisfactory	Not Satisfactory
High Schools	39	4
Area Vocational Centers	2	1
Community Colleges	12	4
TOTAL	53	9
% of Respondents	85	15

TABLE 17

Reasons Cited by Local Educational Agencies for Identifying LEP Students

	Local Educational Agency							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Reasons for Identifying	(f)	%	(f)	%	(f)	%	(f)	%
To plan individualized instruction	(31)	72	(0)	0	(9)	56	(40)	65
To determine needed support services	(34)	79	(1)	33	(14)	88	(49)	79
To modify/adjust curriculum	(28)	65	(1)	33	(7)	44	(36)	58
To train staff	(7)	16	(0)	0	(2)	13	(9)	15
To plan specific instructional experiences	(27)	63	(1)	33	(7)	44	(35)	57
To claim reimbursement funds from DAVTE	(26)	60	(1)	33	(12)	75	(39)	63
To use in completing the Vocational Education Data System Report	(25)	58	(1)	33	(9)	56	(35)	57
Other								
(See Appendix I)	(3)	7	(0)	0	(2)	13	(5)	8
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

TABLE 18

Position or Title of the Persons Most Frequently Mentioned as Most Likely to Use the Identification Information

	Local Educational Agencies		
	High Schools	Area Vocational Centers	Community Colleges
Reasons for Identifying	Position/Title	Position/Title	Position/Title
To plan individualized instruction	Teachers (11), B/L Staff (11)		ESL Staff (4)
To determine needed support services	Counselors (14)	Counselors (1)	Counselors (4), Special Project Directors (4)
To modify/adjust curriculum	B/L Staff (9)	Counselors/Teachers (1)	Teachers (3)
To train staff	B/L Coordinators (3), Principals (3)		Administrators (1), Special Program Directors (1)
To plan specific instructional experiences	Teachers (10)	Teachers (1)	Teachers (4)
To claim reimbursement funds from DAVTE	Plan Writers (5)	Vocational Education Program Directors (1)	Plan Writers/Administrators (5)
To use in completing the Educational Data System Report	Vocational Education Program Directors (11)	Vocational Education Program Directors (1)	Plan Writers/Administrators (4)

Note: ( ) indicates frequency of response

that the reason least frequently mentioned by all LEAs for identifying LEP students was to train staff. However, during on-site interviews it was indicated that one of the major needs was to train and in-service staff on how to better serve LEP students.

In the mail survey the LEAs were asked if a formal referral form or procedure had been developed for use with LEP students. Table 19 presents the results of this question. Thirty-seven (60%) of the LEAs indicated that they had not developed a formal referral form or procedure for use with LEP studnets and 25 (40%) indicated they had developed a formal referral form or procedure. During the on-site interview it was revealed that formal referral forms had been developed for several different areas (e.g. referral forms for vocational assessment, support services, language assessment, and other formal assessment).

In summary, the data revealed that guidance counselors were the primary persons involved in establishing the criteria used for identification of LEP students. The data also indicated that feeder schools have the primary role in identifying LEP students in area vocational centers. Counselors identification and referral was overall the most often established local identification criteria for LEP students, however it appears that a wide variety of criteria has been established for identification of LEP students. There was concern expressed by both LEAs in Illinois and the other state directors of vocational education contacted that identification systems for LEP students are not well established and they lack consistency or uniformity. Referrals from district personnel and

TABLE 19

LEAs that Have and Have Not Developed Formal Referral Forms or Procedures for Use with LEP Students

Type of Local Educational Agency	Have Developed a Formal Referral Form or Procedure	Have Not Developed a Formal Referral Form or Procedure
High Schools	17	26
Area Vocational Centers	0	3
Community Colleges	8	8
TOTAL	25	37
% of Respondents	40	60

student interviews were the types of information and data most commonly used by local educational agency to identify LEP students. Overall, counselors were more involved than any other group in collecting the various types of identification information and data. The majority of LEAs involved in the study felt the types of information and data used to identify LEP students were satisfactory. Data revealed that most LEAs identify LEP students to determine needed support services and to claim reimbursement funds from DAVTE. Counselors are the principal persons involved in determining needed support services for LEP students. During on-site interviews a major issue of concern was the need to train and inservice LEA staff on how to better serve LEP students. Most LEAs have not developed formal referral forms or procedures for use with LEP students. The data in general revealed that there was a high degree of similarity between high schools and community colleges in the identification criteria being utilized, the various procedures that are being incorporated, and the people involved in identification.

Research Question 2: Assessment Procedures. What assessment procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges was the second major research question of the study. To answer this research question the following six additional related questions were addressed:

1. Who is involved in the assessment of LEP students in vocational education programs?

2. What areas of assessment are used for LEP students in vocational education programs?

3. What tests/procedures are used for the different areas of assessment?

4. What is the position or title of the person who conducts the assessment?

5. For what purpose(s) is the assessment information of LEP students used?

6. What is the position or title of the person who uses the assessment information?

Question 14 asked for the identification of individuals involved in the assessment of LEP students in vocational education programs. Table 20 shows that there are a variety of persons involved in the assessment of LEP students in vocational education programs. Guidance counselors and vocational teachers in high schools and community colleges had the most frequent involvement in the assessment of LEP students in vocational education programs. Area vocational centers indicated vocational teachers (100%) and administrators (67%) as having the most frequent involvement in the assessment of LEP students. Parents had no involvement in community colleges in the assessment of LEP students. Area vocational centers indicated no involvement of advisory committees or teachers, but included the additional involvement of special needs resource personnel.

Question 10a, b, c,on the mail survey attempted to determine the areas of assessment that are used for LEP students in vocational education programs, which specific tests and procedures are used for each area of assessment, and the title or position of the person who conducts the assessment. Table 21 indicates that high schools and

TABLE 20

Summary of Persons Involved in the Assessment of LEP Students in Vocational Education Programs

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Persons Involved	(f)	%	(f)	%	(f)	%	(f)	%
Administrators	(21)	49	(2)	67	(5)	31	(28)	45
Guidance Counselors	(35)	81	(1)	33	(10)	63	(46)	74
Advisory Committee	(2)	5	(0)	0	(1)	6	(3)	5
Parents	(12)	28	(1)	33	(0)	0	(13)	21
Vocational Teachers	(30)	70	(3)	100	(7)	44	(40)	65
Bilingual Teachers	(18)	42	(0)	0	(6)	38	(24)	39
ESL Personnel	(15)	35	(1)	33	(13)	81	(29)	47
Other (See Appendix I)	(1)	2	(1)	33	(5)	31	(7)	11
TOTAL (% of Respondents)	42	(69)	3	(5)	16	(26)	62	(100)

TABLE 21

Areas of Assessment Used by Local Educational Agencies for LEP Students in Vocational Education Programs

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Areas of Assessment	(f)	%	(f)	%	(f)	%	(f)	%
Proficiency in oral English language	(35)	81	(3)	100	(13)	81	(51)	82
Listening comprehension of the English language	(24)	56	(2)	67	(10)	63	(36)	58
Proficiency in reading English	(29)	67	(2)	67	(14)	88	(45)	73
Proficiency in writing English	(23)	54	(1)	33	(11)	69	(35)	57
Proficiency in oral native language	(10)	23	(0)	0	(3)	19	(13)	21
Listening comprehension of the native language	(8)	19	(0)	0	(2)	13	(10)	16
Proficiency in reading native language	(7)	16	(0)	0	(3)	19	(10)	16
Proficiency in writing native language	(7)	16	(0)	0	(1)	6	(8)	13
Vocational interest	(30)	70	(2)	67	(7)	44	(39)	63
Occupational aptitude	(18)	42	(2)	67	(4)	25	(24)	39
Career awareness	(18)	42	(0)	0	(5)	31	(23)	37
Educational achievement	(20)	47	(1)	33	(5)	31	(26)	42
Economic background	(6)	14	(0)	0	(3)	19	(9)	15
Cultural adjustment	(9)	21	(0)	0	(2)	13	(11)	18
Other (See Appendix I)	(0)	0	(0)	0	(1)	6	(1)	2
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

community colleges used all the different areas of assessment mentioned in the mail survey. The most frequent areas of assessment mentioned by all types of local educational agencies was assessment of proficiency in oral English language. The areas of assessment concerning the students native language, economic background and cultural adjustment were the least mentioned by all types of LEAs.

Although there were a variety of tests and procedures mentioned as used for each area of assessment, Table 22 presents only the tests or procedures most frequently mentioned for each area of assessment. It appears that interviews in high schools and community colleges are the most frequently mentioned procedures used for assessment of proficiency in oral English language. In area vocational centers, observations and student performance in classes are most often used for assessment of proficiency in oral English language.

LEAs indicated using several specific instruments (e.g., CELT, Standard Achievement Test, Nelson-Denny Test, Kuder Interest Inventory, WRAT, Inter-American Reading Test, Ilyin EPT, John Oral Proficiency Test, and the Michigan Test of English Language Proficiency). Within each area of assessment, however, informal assessment procedures such as interviews and observations were the most frequently mentioned.

Table 23 presents the title of the persons most frequently mentioned as conducting each area of assessment. Bilingual staff, teachers, and counselors in high schools are the persons most frequently mentioned as responsible for the various areas of assessment. In area vocational centers, vocational teachers, teachers, and counselors

TABLE 22

Tests or Procedures Most Frequently Mentioned as Used for Each Area of Assessment

		Local Educational Agencies	
	High Schools	Area Vocational Centers	Community Colleges
Areas of Assessment	Test/Procedure	Test/Procedure	Test/Procedure
Proficiency in oral English language	Interviews (14)	Observation/Students' performance in classes (2)	Interviews (7)
Listening comprehension of the English language	Interviews (10)	Observation/Students' performance in classes (2)	Interviews (4), ESL Placement Tests (4)
Proficiency in reading English	Observations (7)	Observations (2)	ESL Placement Tests (5)
Proficiency in writing English	Observations (6)	Locally developed tests and procedures (1)	ESL Placement Tests (5)
Proficiency in oral native language	Interviews (5)		Interviews (3)
Listening comprehension of the native language	Locally developed tests and procedures (3)		Interviews (2)
Proficiency in reading native language	Locally developed tests and procedures (3)		Inter-America Spanish Reading Tests (2)
Proficiency in writing native language	Locally developed written tests (5)		Locally developed tests (1)
Vocational interest	Interviews (12)	Interviews (2)	Vocational Inventory (4)
Occupational aptitude	Interviews (5)	Interviews (2)	Vocational Inventory (2)
Career awareness	Interviews (9)		Interviews (2)
Educational achievement	Students' performance in class/grades (8)	WRAT (1)	Students' Records (2), Interviews (2)
Economic background	Students' in house records (4)		Interviews (2)
Cultural adjustment	Observations (5)		Interviews (1), Application Procedures (1)

Note: ( ) indicates frequency of response.

TABLE 23

Position or Title of the Persons Most Frequently Mentioned that Conduct the Assessment

	High Schools	Local Educational Agency Area Vocational Centers	Community Colleges
Areas of Assessment	Position/Title	Position/Title	Position/Title
Proficiency in oral English language	B/L Staff	Vocational Teachers (2)	ESL Staff (9)
Listening comprehension of the English language	Teachers (8). ESL staff (8)	Vocational Teachers (2)	ESL Staff (7)
Proficiency in reading English	Teachers (11)	Teachers (2)	ESL Staff (7)
Proficiency in writing English	Teachers (9)	Teachers (1)	ESL Staff (6)
Proficiency in oral native language	B/L Staff (6)		ESL Staff (2)
Listening comprehension of the native language	B/L Staff (3)		ESL Teachers (1), B/L Staff Assistants (1)
Proficiency in reading native language	B/L Staff (4)		Project Staff Assistants (2)
Proficiency in writing native language	B/L Staff (4)		ESL Teachers (1)
Vocational interest	Counselors (26)	Counselors (2)	Counselors (5)
Occupational aptitude	Counselors (14)	Counselors (2)	Counselors (2)
Career awareness	Counselors (16)		Counselors (4)
Educational achievement	Teachers (10)	Vocational Evaluators (1)	Counselors (3)
Economic background	Counselors (6)		Counselors (2)
Cultural adjustment	Teachers (8)		Counselors (1), B/L Staff Assistants (1)

Note: ( ) indicates frequency of response

are the persons most often mentioned as conducting the various areas of assessment. In community colleges, ESL staff and counselors were involved in the various assessment activities more frequently than any other group of persons.

In the review of the Local One and Five Year Plans most LEAs did not state the assessment instruments and/or procedures used for LEP students. Of the 59 LEAs there were 3 (5%) that identified the specific assessment instruments and/or procedures used for LEP students. The assessment instruments indicated in the Plans were the following: John Oral Proficiency Test, Michigan Test of English Language Proficiency, Moreno Quick Assessment Survey, and TOEFL.

Interviews during on-site visitations revealed that the assessment procedures most favored by all LEAs were individual interviews, and observations of students' performance in classes by teachers. It was felt that teachers recommendations and feedback were the most valid because they work more closely with the students; therefore, they know the students' limitations and strengths in most areas.

The telephone questionnaire revealed that none of the states contacted had required or mandated assessment procedures for use with LEP students in vocational education programs. It was indicated that it was left to the individual LEAs to select their own assessment tests and procedures to use with LEP students. It was stressed by state directors of vocational education that LEAs have to use what works best for them in assessing LEP students, because most LEAs have different administrative structures, and serve students with diverse needs. It was also emphasized in their opinion, that no test existed that could be used by itself with LEP students in vocational education programs without adaptation. Many state directors felt the assessment of LEP students in vocational education was an area of great concern with no real systematic or standardized approach. It was mentioned that inservice training for staff in the area of assessment was greatly needed.

Question 16a on the mail survey asked the participants if in their opinion the assessment tests and/or procedures used by their LEAs for LEP students in vocational education were satisfactory. Table 24 presents the results of this question. Fifty (81%) of the participants indicated that the assessment tests and/or procedures used to assess LEP students in vocational education were satisfactory and twelve (19%) indicated they were not satisfactory. Some recommendations given by the LEAs responding "not satisfactory" included: Train and inservice LEA personnel on how to assess LEP students in vocational education programs, provide technical assistance to LEAs in the assessment of LEP students, simplify and develop systematic procedures to use in assessing LEP students, develop specific assessment tests for LEP students in vocational education, and easily administered assessment tests to use with LEP students in vocational education.

The mail survey (question 16c) asked each LEA if the assessment tests and/or procedures used by them for LEP students in vocational education were culture fair. Table 25 presents the results of this question. Thirty-nine (63%) of the LEAs indicated that the assessment tests and/or procedures used by them to assess LEP students in

TABLE 24

LEAs Indicating that the Assessment Test(s) and/or Procedure(s) Which They Used for LEP Students Are Satisfactory or Not Satisfactory

Type of Local Educational Agency	Satisfactory	Not Satisfactory
High Schools	35	8
Area Vocational Centers	3	0
Community Colleges	12	4
TOTAL	50	12
% of Respondents	81	19

TABLE 25

LEAs Indicating that the Assessment Test(s) and/or Procedure(s) Which They Used for LEP Students Are Culture Fair or Not Culture Fair

Type of Local Educational Agency	Culture Fair	Not Culture Fair	Don't Know
High Schools	27	3	13
Area Vocational Centers	3	0	0
Community Colleges	9	1	6
TOTAL	39	4	19
% of Respondents	63	6	31

in vocational education were culture fair, and 4 (6%) noted they were not culture fair. It is interesting to note that 19 (31%) of the LEAs indicated they did not know if the assessment tests and/or procedures being utilized with LEP students were culture fair. All individual interviews during on-site visitations expressed opinion that no tests were completely culture fair. It was mentioned that there are some tests that are non-verbal that assess aptitude and interest of LEP students, but these tests are also cultural bias because students do not know what certin pictures mean.

Question 17a on the mail survey asked for the various uses of assessment information, and 17b asked what was the poisiton or title of the person most likely to use the assessment information. Table 26 indicates that the most frequent use of assessment information by high schools and area vocational centers was to detemine needed support services. Placement of LEP students in ESL classes was noted by community colleges as the most important use of assessment information. Placement of LEP students in VESL classes was the least mentioned use of assessment information by all types of LEAs. Although there were several persons mentioned who use the assessment infortion of LEP students, Table 27 presents only the titles of the persons most frequently mentioned. Overall, counselors in high schools and community colleges were the persons most frequently mentioned to use the assessment information of LEP studnets. Vocational teachers in area vocational centers were the persons most often mentioned who use the assessment information.

TABLE 26

Uses of Assessment Information by Local Educational Agencies

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Uses of Assessment Information	(f)	%	(f)	%	(f)	%	(f)	%
To place LEP students in ESL classes	(25)	58	(1)	33	(14)	88	(40)	65
To place LEP students in VESL classes	(6)	14	(0)	0	(7)	44	(13)	21
To place LEP students in particular vocational class	(21)	49	(1)	33	(10)	63	(32)	52
To determine support services	(32)	74	(3)	100	(10)	63	(45)	73
To develop instructional materials	(23)	54	(2)	67	(9)	56	(34)	55
To assist in career counseling	(24)	56	(2)	67	(8)	50	(34)	55
To prepare individualized instruction	(25)	58	(2)	67	(9)	56	(36)	58
Other (See Appendix I)	(2)	5	(0)	0	(0)	0	(2)	3
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

TABLE 27

Position or Title of the Persons Most Frequently Mentioned as Most Likely to Use the Assessment Information

	Local Educational Agencies		
	High Schools	Area Vocational Centers	Community Colleges
Uses of Assessment Information	Position/Title	Position/Title	Position/Title
To place LEP students in ESL classes	Counselors (10)	Counselors (1)	Counselors (6)
To place LEP students in VESL classes	Counselors (5)		Counselors (4)
To place LEP students in a particular vocational class	Counselors (13)	Counselors (1)	Counselors (5)
To determine support services	Counselors (17)	Vocational Teachers (2)	Counselors (3), Teachers (3)
To develop instructional materials	B/L Staff (9)	Vocational Teachers (2)	ESL Staff (4)
To assist in career counseling	Counselors (20)	Counselors (2)	Counselors (7)
To prepare individualized instruction	B/L Staff (11)	Vocational Teachers (2)	ESL Staff (4), Teachers (4)

Note: ( ) indicates frequency of response

In summary, the data revealed that guidance counselors were the principal persons involved in the assessment of LEP students in vocational education programs. The data also indicated that the area of assessment most frequently mentioned by all types of local educational agencies was proficiency in oral English language. Although there were a variety of tests and procedures mentioned as being used for each area of assessment, informal assessment procedures such as interviews and observations were the ones most frequently mentioned on the mail survey, as well as during on-site interviews. Counselors in all types of LEAs were involved in conducting assessment. Data also revealed that LEAs had to use what is best for them in assessing LEP students, because most LEAs have a different administrative structure and students with wide-ranging educational needs.

State directors of vocational education from other states appear to feel that the assessment of LEP students in vocational education was an area of great concern with no real systematic or standardized approach. It was mentioned that inservice training for staff in the area of assessment was greatly needed. The majority of LEAs responding felt that the assessment tests and/or procedures used to assess LEP students in vocational education were satisfactory. Also, most LEAs indicated that the assessment tests and/or procedures used with LEP students in vocational education were culture fair. However, there was a large percentage (31%) of LEAs that did not know if the assessment tests and/or procedures being utilized with LEP students were culture fair. The major overall use of assessment information about LEP students was to determine needed support services.

Counselors were the principal persons mentioned who use assessment information about LEP students. The data in general revealed that there was a high degree of similarity between high schools and community colleges in the area of assessment being used for LEP students in vocational education programs, and in the tests and procedures being used for each area of assessment.

Research Question 3: Placement Procedures. The third major research question focused on: What placement procedures are used and to what extent are they similar or different among high schools area vocational centers, and community colleges? To answer this research question the following ten additional related questions were addressed:

1. Who determines the criteria for placing LEP students in vocational education programs?
2. What criteria are used for placing LEP students in vocational education programs?
3. How are the placement criteria determined?
4. What is the position or title of the person who determines the different criteria that are used for placing LEP students in vocational education programs?
5. What is the required level of English language proficiency prior to placement in a vocational education program?
6. What is the position or title of the person who determines the required level of English language proficiency prior to placement in a vocational education program?
7. What determines the required level of English language proficiency prior to placement in a vocational education program?
8. What are the different English language proficiency requirements for the different vocational classes?
9. What determines the different English language proficiency requirements for the different vocational classes?

10. Who will be informed after an LEP student has been placed in a vocational education program?

The mail survey (question number 18) asked for the titles/ positions of those involved in determining the criteria for placing LEP students in vocational education programs. Table 28 presents the results of this question. Guidance counselors (86%) in high schools had the most frequent involvement in determining the criteria for placing LEP students in vocational education programs. Two of the three area vocational centers in the study indicated that they were not involved in determining the criteria for placement or placing LEP students in vocational education programs at their area vocational center. The respondents stated that all students attending the area vocational center were officially placed in programs by the local school districts (feeder schools). All criteria and the staff involved in the placement of LEP students were decided at the participating local school districts.

Counselors (63%) and vocational teachers (63%) appeared to have the most extensive involvement in community colleges. Administrators, guidance counselors, advisory committees, parents, vocational teachers, bilingual teachers, and ESL personnel in high schools and community colleges all had involvement in determining criteria for placing LEP students in vocational education programs. Advisory committees, parents, and bilingual teachers had no involvement in determining criteria in area vocational centers. High schools and community colleges both indicated students as others involved in determining placement criteria.

TABLE 28

Summary of Persons Who Determine the Criteria for Placing LEP Students in Vocational Education Programs

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Persons Who Determine	(f)	%	(f)	%	(f)	%	(f)	%
Administrators	(19)	44	(1)	33	(5)	31	(25)	40
Guidance Counselors	(37)	86	(1)	33	(10)	63	(48)	77
Advisory Committee	(2)	5	(0)	0	(2)	13	(4)	7
Parents	(15)	35	(0)	0	(1)	6	(16)	26
Vocational teachers	(21)	49	(1)	33	(10)	63	(32)	52
Bilingual teachers	(18)	42	(0)	0	(6)	38	(24)	39
ESL Personnel	(16)	37	(1)	33	(8)	50	(25)	40
Other (See Appendix I)	(4)	9	(2)	67	(3)	19	(9)	15
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

Question 19a, b, c, on the mail survey attempted to determine the criteria used by local educational agencies for placing LEP students in vocational education programs, procedures used to determine placement criteria, and the position or title of the person who most likely is involved in the placement criteria. Table 29 indicates that high schools used all the different placement criteria mentioned in the mail survey. The criterion most frequently used by high schools for placing LEP students in vocational education programs was vocational interest (88%). English language proficiency (81%) was the criterion most often mentioned for placing LEP students in vocational education programs in community colleges. It is important to note again that two of the three area vocational centers in the study indicated they were not involved in determining criteria for placing LEP students in vocational education programs, therefore, they were unable to respond to the questions in the survey concerning placement criteria for LEP students. Overall, the two most frequently mentioned criteria used by LEAs for placing LEP students in vocational education programs were vocational interest (79%) and English language proficiency (65%). Overall, the two least mentioned criteria used by LEAs for placing LEP students in vocational education programs were economic background (5%) and scores on aptitude tests (5%).

Although there were a variety of procedures used to determine placement criteria, Table 30 presents only the procedures most frequently mentioned by the LEAs. It appears that in all types of LEAs, interviews were the procedures most frequently mentioned for

TABLE 29

Summary of Criteria Used by Local Educational Agencies for Placing LEP Students in Vocational Education Programs

	Local Educational Agencies							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Placement Criteria	(f)	%	(f)	%	(f)	%	(f)	%
English language proficiency	(26)	61	(1)	33	(13)	81	(40)	65
Native language proficiency	(5)	12	(0)	0	(1)	6	(6)	10
Vocational interest	(38)	88	(1)	33	(10)	63	(49)	79
Grades	(9)	21	(0)	0	(5)	31	(14)	23
Economic background	(2)	5	(0)	0	(1)	6	(3)	5
Occupational aptitude	(13)	30	(0)	0	(5)	31	(18)	29
Scores on achievement tests	(4)	9	(1)	33	(3)	19	(8)	13
Scores on aptitude tests	(3)	7	(0)	0	(0)	0	(3)	5
Other (See Appendix I)	(1)	2	(0)	0	(0)	0	(1)	2
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

TABLE 30

Procedures Most Frequently Mentioned as Used to Determine Placement Criteria

		Local Educational Agencies	
	High Schools	Area Vocational Centers	Community Colleges
Placement Criteria	Procedure	Procedure	Procedure
English language proficiency	Interviews (11)	Interviews (1)	Interviews (7)
Native language proficiency	Interviews (14)		Written Exams/ Interviews (1)
Vocational interest	Interviews (17)	Interviews (1)	Interviews (6)
Grades	Average class grades (6)		Review of students' records and grades (4)
Economic background	Review of students' records (2)		Interviews (1)
Occupational aptitude	Interviews (5)		Vocational Inventory (3)
Scores on achievement tests	Review of students' records (4)	SRA (1)	ESL tests (2)
Scores on aptitude tests	GATB (1), DAT (1), SRA (1)		

Note: ( ) indicates frequency of response

determining English language proficiency and vocational interest. Other frequently mentioned procedures used to determine placement criteria were review of student's records and grades.

Table 31 presents the titles of the persons who were most frequently involved in determining the criteria used for placing LEP students in vocational education programs. In high schools counselors and bilingual staff were persons most frequently involved in the placement criteria. Counselors in the area vocational center were the most frequently mentioned persons. In community colleges counselors and ESL staff were involved in the placement criteria more frequently than any other group of persons.

During on-site interviews it was revealed that in most cases LEAs did not have criteria for placing LEP students in vocational education programs. It was expressed that students were free to enroll in any vocational class they wanted even if they were limited in English. However, it was emphasized that in order for LEP students to succeed in vocational education, appropriate additional support services must be provided.

The telephone interviews revealed that none of the states contacted had required or mandated criteria for placing LEP students in vocational education programs. It was indicated that the individual LEAs were left to select their own criteria for placing LEP students in vocational education programs.

Question 20 on the mail survey asked the participants of the study if, in their opinion, the criteria used by their LEAs for placing LEP students in vocational education were satisfactory.

TABLE 31

Position or Title of the Persons Most Frequently Mentioned as Involved in Establishing Criteria Used for Placing LEP Students in Vocational Education Programs

	Local Educational Agencies		
	High Schools	Area Vocational Centers	Community Colleges
Placement Criteria	Position/Title	Position/Title	Position/Title
English language proficiency	B/L Staff (14)	Counselors (1)	ESL Staff (6)
Native language proficiency	B/L Staff (3)		B/L Staff Assistants (1)
Vocational interest	Counselors (33)	Counselors (1)	Counselors (5)
Grades	Counselors (3)		Counselors (2), Dean of Students (2)
Economic background	Counselors (2)		Counselors (1)
Occupational aptitude	Counselors (12)		Counselors (4)
Scores on achievement tests	Counselors (3)	Counselors (1)	ESL Staff (2)
Scores on aptitude tests	Counselors (3)		

Note: ( ) indicates frequency of response

Table 32 presents the results of this question. Fifty-one (82%) of the participants indicated that the criteria used for placing LEP students in vocational education were satisfactory and eleven (18%) indicated there were not satisfactory. Some recommendations given by the LEAs responding "not satisfactory" included: provide more data on LEP students, provide more support services for LEP students, English language proficiency should become an entrance criteria in some vocational programs, develop a proper placement criteria for LEP students, and criteria specifically geared to LEP students in vocational education should be developed and implemented.

Question number 21a on the mail survey asked respondents if there was a required level of English language proficiency prior to placement in vocational education. Table 33 presents the results of this question. Forty-six (74%) LEAs indicated they did not have a required level of English language proficiency prior to placement in vocational education, and sixteen (26%) indicated they did have a required level of English language proficiency. It is important to note that all area vocational centers indicated they did not have a required level of English language proficiency prior to placement in vocational education.

Question 21b, asked LEAs what was the required level of English language proficiency prior to placement in vocational education. The results of this question revealed that in high schools and community colleges there were a variety of required English language proficiency levels prior to placement in vocational education. There

113

TABLE 32

LEAs Assessment Regarding Whether the Criteria Used for Placing LEP Students in Vocational Education are Satisfactory or Not Satisfactory

Type of Local Educational Agency	Satisfactory	Not Satisfactory
High Schools	37	6
Area Vocational Centers	2	1
Community Colleges	12	4
TOTAL	51	11
% of Respondents	82	18

TABLE 33

LEAs Indicating That They Do or Do Not Have a Required Level of English Language Proficiency Prior to Placement in Vocational Education

Type of Local Educational Agency	Do Have a Required Level of English Language Proficiency	Do Not Have a Required Level of English Proficiency
High Schools	7	36
Area Vocational Centers	0	3
Community Colleges	9	7
TOTAL	16	46
% of Respondents	26	74

115

clearly was no common or frequently used criterion level for English proficiency. Each high school and community college reported a different level as well as different scales/tests for measuring proficiency.

Question 21c, in the mail survey attempted to find out the position or title of the person most likely to determine the required level of English language proficiency prior to placement in vocational education. In high schools, ESL teachers and bilingual staff were the persons most frequently mentioned to determine the required level of English language proficiency prior to placement in vocational education. In community colleges, counselors were the individuals most often mentioned who determine the required level of English language proficiency prior to placement in vocational education.

Question 21d asked for the criterion that determined the required level of English language proficiency prior to placement in vocational education. The results of this question revealed that in high schools and community colleges course content was the criterion most often mentioned for determining the required level of English language proficiency prior to placement in vocational education.

The mail survey (question number 22a) asked respondents if there were different English language proficiency requirements for different vocational classes. Table 34 presents the results of this questions. Fifty-one (82%) LEAs revealed they did not have different English language proficiency requirements for different vocational classes, and eleven (18%) indicated they did have different English

TABLE 34

LEAs Indicating That They Do and Do Not Have Different English Language Proficiency Requirements for Different Vocational Classes

Type of Local Educational Agency	Do Have Different English Language Proficiency Requirements	Do Not Have Different English Language Proficiency Requirements
High Schools	6	37
Area Vocational Centers	0	3
Community Colleges	5	11
TOTAL	11	51
% of Respondents	18	82

language proficiency requirements. It is important to note that all area vocational centers indicated they did not have different English language proficiency requirements for different vocational classes.

Question 22b in the mail survey asked the respondents for the titles of the vocational classes that have English language proficiency requirements. The results of this question revealed that there are a variety of different vocational classes in high schools and community colleges that have English language proficiency requirements. Generally, it was indicated that business occupations classes (e.g. typing, shorthand, bookkeeping, accounting, and data processing) most often had English language proficiency requirements.

Question 22c asked for the English language proficiency requirements for the different vocational classes. The results of this question revealed that in high school and community colleges there were many different English language proficiency requirements for the different vocational classes. The English language proficiency requirement most frequently mentioned by high schools was level III and up, and in community colleges the English language proficiency requirement most frequently mentioned was "medium". It is interesting to note that for several vocational classes (e.g. auto mechanics, welding, and data processing) high schools appeared to have a higher level of English language proficiency than community colleges.

Question 22d asked for the criterion that determined the English language proficiency requirements for the different vocational classes.

The results of this question revealed that in high schools and community colleges course content and instructional materials were generally the criteria most frequently mentioned for determining the English language proficiency requirements for the different vocational classes.

Mail survey question number 23 asked respondents who was informed after an LEP student has been placed in vocational education program. Table 35 reveals that in all types of LEAs vocational teachers were the most apt to be informed after an LEP student had been placed in a vocational education program. Other groups frequently informed after an LEP student has been placed in a vocational education program were teachers, counselors, and administrators.

A number of summary observations can be made regarding placement procedures. The data revealed that guidance counselors were the primary persons involved in determining the criteria for placing LEP students into vocational education programs. The data also indicated that feeder school have the princial role in determining criteria for placing LEP students in vocational education programs in area vocational centers. Overall, the two criteria most frequently mentioned by LEAs for placing LEP students in vocational education programs were the vocational interests of the student and English language proficiency. The data also revealed that although there were a variety of procedures used to determine criteria for placing LEP students into vocational education programs, it appears that in all types of LEAs student interviews are the most frequently mentioned procedure.

TABLE 35

Summary of Persons Informed After an LEP Student Has Been Placed in a Vocational Education Program

	Local Educational Agency							
	High Schools		Area Vocational Centers		Community Colleges		Total	
Persons Informed	(f)	%	(f)	%	(f)	%	(f)	%
Administrators	(19)	44	(3)	100	(8)	50	(30)	48
Teachers	(33)	77	(1)	33	(9)	56	(43)	69
Counselors	(33)	77	(2)	67	(7)	44	(42)	68
Vocational teachers	(33)	77	(3)	100	(11)	69	(47)	76
Bilingual teachers	(15)	35	(0)	0	(4)	25	(19)	31
Parents	(27)	63	(1)	33	(1)	6	(29)	47
ESL Personnel	(12)	28	(1)	33	(9)	56	(22)	36
Other (See Appendix I)	(0)	0	(1)	33	(1)	6	(2)	3
TOTAL (% of Respondents)	43	(69)	3	(5)	16	(26)	62	(100)

Counselors are the principal person involved in determining the criteria for placing LEP students in vocational education programs. During on-site interviews it was indicated that, in most cases, LEAs did not have criteria for placing LEP students in vocational education programs. However, it was emphasized that in order for LEP students to succeed in vocational education programs appropriate additional support services must be provided. Most LEAs indicated they were satisfied with their criteria for placing LEP students in vocational education.

It was also clear that most LEAs do not have a required level of English language proficiency prior to placement in vocational education. Further, it was revealed that in high schools and community colleges there were a variety of required English language proficiency levels prior to placement in vocational education. However, there was no common or frequently used criterion level for English proficiency. Each high school and community college reported a different level as well as different scales or tests for measuring proficiency. Course content was the criterion most often mentioned for determining the required level of English language proficiency prior to placement in vocational education. It was indicated that there are a variety of different vocational classes in high schools and community colleges that have English language proficiency requirements. For those programs with English language proficiency requirements it was revealed that business occupation classes were most often listed. High schools and community colleges have many different English language proficiency requirements for the different vocational classes.

Somewhat surprisingly, it appears that some classes in high schools require a higher level of English language proficiency than community colleges. Overall, in high schools and community colleges course content and instructional materials were the criteria most frequently mentioned for determining the English language proficiency requirements for the different vocational classes. In all types of LEAs vocational teachers are the most likely to be informed after an LEP student has been placed in a vocational education program. In general, the data revealed that there was a great deal of similarity among high schools and community colleges in the procedures and criteria being utilized for placing LEP students in vocational education programs.

123

CHAPTER IV

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Introduction

The Vocational Education Amendments of 1976 (P.L. 94-482 Title II) mandate that vocational education be accessbile to persons of all ages in all communities. Priority is placed on providing assistance to persons for whom the need is most acute--the disadvantaged, the limited English speaking, and the handicapped. The provisions for "National Priority Programs," Section 110(b) (1) indicate that a state must-set-aside each fiscal year at least 20 percent of the state's allotment for vocational education, to pay at least half of the cost of vocational education for disadvantaged persons and persons with limited English speaking ability. Each state must use a minimum portion of this 20 percent set-aside for vocational education for persons with limited English speaking ability, aged 15 to 24. Thus, if 10 percent of the 15 to 24-year-old population in a state has limited English speaking ability, $2 out of every $100 of the state's allotment for vocational education must be used for persons with limited English speaking ability (U.S. Department of Labor and U. S. Office of Education, 1977, p. 12). This legislation consolidated state administrative authority and required the states to submit annual and five-year state plans for vocational education which included goals and programs for serving LEP individuals, as well as the handicapped and disadvantaged populations.

Laws requiring that limited English proficiency (LEP) students be identified and provided services appropriate to their needs have had a tremendous effect on vocational education. These laws affect program planning, evaluation, reporting and funding, and accountability at federal, state, and local levels.

Statement of the Problem

In its implementation of P.L. 94-482, the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (ISBE/DAVTE) requires that each local educational agency (LEA) requesting additional funding for serving special needs students to establish a system to identify these students in its vocational programs. Each local educational agency also is required to indicate annually in its One and Five Year Plan for Vocational Education, the special assistance to be provided to handicapped, disadvantaged, and limited English speaking students (Local District One and Five Year Plan for Vocational Education, 1981).

Establishing identification and assessment processes has become a difficult task for local educational agencies throughout the state. The guidelines and criteria established by the State of Illinois are stated in general terms so that local educational agencies can establish their own systems of identification and assessment.

At the present time little is known about the identification, and assessment procedures utilized for LEP students in vocational education programs. There are indications that the procedures lack consistency, and there is evidence that the procedures are extremely informal and often unclear (Day, 1980).

Purpose of the Study

The overall purpose of this study was to describe and explain the varied procedures and approaches utilized in identifying, assessing, and placing LEP students in vocational education programs in the State of Illinois, including programs that operate in the comprehensive high schools, area vocational centers, and community colleges. More specifically, the study sought to determine the following:

1. The identification procedures that are used in high schools, area vocational centers, and community colleges.
2. The assessment procedures that are used in high schools, area vocational centers, and community colleges.
3. The placement procedures that are used in high schools, area vocational centers, and community colleges.

By studying the state-of-the-art in relation to the identification, assessment, and placement procedures one can determine the criteria being utilized; the various procedures that are being incorporated; and the people involved in the identification, assessment, and placement of LEP students in vocational education programs.

It is important to note that this study did not attempt to evaluate the local educational agencies' vocational programs, but specifically studied indepth the identification, assessment, and placement procedures utilized for limited English proficiency students in vocational education programs.

Research Questions

The purpose of this study led to the formulation of the following major research questions:

1. What identification procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?

2. What assessment procedures are used and to what extent are they similar or different among high schools, area vocational centers and community colleges?

3. What placement procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?

The major research questions can not be answered by merely one question, therefore, additional related questions that aided, in responding to the major research questions were posed. Background information was also collected to aid in describing the population of the study.

Research Methods

The study utilized four research methods in order to expand awareness and knowledge of the currently used identification, assessment, and placement procedures for LEP students in vocational education programs in the State of Illinois. First, survey data was collected from local directors of vocational education in Illinois that had approved One and Five Year Plans for claiming reimbursement funds for serving LEP students in vocational education programs for 1980-81. The mail questionnaire, which is presented in the Appendix, was designed to obtain detailed information regarding the identification, assessment, and placement procedures.

Second, a document analysis of the 1979-80 Local One and Five Year Plans submitted to the ISBE was conducted for all of the LEAs that claimed reimbursement funds from DAVTE for serving LEP students in vocational education.

The third research method was a case and field study. Three, one-day on-site visitations were conducted at three LEAs serving LEP students in vocational education programs.

Fourth, a telephone questionnaire was developed to obtain information from selected state directors of vocational education to determine what other states were doing in identifying, assessing, and placing LEP students in vocational education programs.

Population and Sample

Mail Questionnaire. The population for the mail questionnaire, which was developed to obtain information regarding the identification, assessment, and placement procedures included all LEAs that had submitted One and Five Year Plans to the Illinois State Board of Education and were approved to claim reimbursement funds from DAVTE for serving LEP students in vocational education programs for 1980-81. The population included 212 LEAs that met this criterion.

Specifically, the population for the mail questionnaire was stratified in the following manner (a) type of local educational agency (high school, area vocational center, and community college); (b) vocational education regions in the state established by ISBE/DAVTE (City of Chicago, Surburban Cook, and Lake Counties, and Regions 1-6); (c) local educational agencies that claimed reimbursement funds for LEP students in vocational education programs for 1979-80, (d) local educational agencies that did not claim reimbursement funds for LEP students for 1979-80. More specifically, the population for this study included 168 high schools, 11 area vocational centers, and 33 community colleges distributed throughout the vocational education regions in the state. Table 1 presents a detailed regional description of the population.

Document Analysis. The population for the document analysis of the Local One and Five Year Plan were the LEAs in the state of Illinois that claimed reimbursement funds for serving LEP students in vocational education for 1979-80. The population represented a group of 59 LEAs that actually claimed reimbursement funds for LEP students in vocational education for 1979-80. This group of 59 LEAs includes 48 high schools, 3 area vocational centers, and 8 community colleges. Table 2 provides a detailed description of the LEAs claiming reimbursement.

On-Site Visitations. On-site visitations were conducted to three LEAs serving LEP students in vocational education programs. The three sites were selected from the 212 LEAs that participated in the mail questionnaire and pilot test. The LEAs selected were the three with the most LEP students in vocational education for 1980-81, and that during the follow-up phone call also expressed an interest in participating in the on-site visitation. These three LEAs included one high school, one area vocational center, and one community college.

The reasons for using these criteria in the selection of LEAs for the on-site visitations were based on the time constraints of the study and willingness of the LEAs to participate.

Telephone Interview. The telephone interview was conducted with seven states. The seven states were selected from the National Center for Education Statistics (NCES), Survey of Income and Education (SIE) (1978) as having the largest percentages of language minority persons. States with 16 to 25% of language minority persons were selected to participate in the telephone interview. These included the following states: Arizona, California, Florida, Massachusetts, New Mexico, New York, and Texas.

Instrumentation and Procedures

A variety of mail and interview instruments were developed and pilot tested for conducting each of the four procedures.

Mail Questionnaire. First, survey data was collected from vocational education program directors of the 212 LEAs in Illinois that had approved Local One and Five Year Plans for claiming reimbursement funds from DAVTE for serving LEP students in vocational education for 1980-81. On April 22, 1981 initial contact with vocational education program directors was made via a letter which explained the purpose of the study and requested a response to an enclosed questionnaire designed to collect data on the identification, assessment, and placement procedures of LEP students in vocational education programs. Two weeks after the questionnaire was mailed a follow-up letter was sent to the vocational education program directors not returning the questionnaire. On May 22, 1981 a follow-up phone call was made to the vocational education program directors who did not respond to the initial mailing of the questionnaire or to the follow-up letter to encourage and remind them to complete and return the questionnaire as soon as possible. Seventy-nine percent (79%) of the questionnaires were returned after the third and final follow-up effort.

Document Analysis. Second, a document analysis was conducted of the One and Five Year Plans of the 59 LEAs that claimed reimbursement funds from DAVTE for serving LEP students in vocational education for 1979-80. An instrument was developed to aid in retrieving and recording information from the Plans. In February, 1981 permission was obtained from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education to use and review the One and Five

Year Plans on file in their office in Springfield, Illinois. Fifty-nine (59) One and Five Year Plans were read and reviewed in the ISBE/DAVTE offices in Springfield, and the data recorded/collected for later analysis.

On-Site Visitations. The third method of data collection involved conducting interview sessions through on-site visitations during May and June 1981. On-site visitations to three local educational agencies serving LEP students in vocational education programs were conducted. This involved developing a tentative set of questions to use at interview sessions with directors, administrators, teachers and students during on-site visitations. Initial contact with the vocational education program directors from the three LEAs was made over the telephone; and dates, interview appointments, and arrangements were made for the on-site visitations.

Telephone Interviews. A telephone survey was conducted which collected data and information from state directors of vocational education of the seven states having the largest percentages of language minority persons. During April and May, 1981 initial contact with state directors of vocational education was made by telephone. The state directors for each state were asked questions from a telephone interview schedule that was designed to collect data concerning the procedures the state was using in identifying, assessing, and placing LEP students in vocational education programs.

Methods of Analysis

The data collected from the mail questionnaire were tabulated and stated in terms of percentages and frequencies. This procedure aided in making comparisons among the types of LEAs to determine where differences and similarities exist.

131

The data gathered from the One and Five Year Plans, the telephone survey, and interviews from the on-site visitations were similarly compiled and reported in tabular and narrative form.

Findings

Based on the data gathered from the previously mentioned sources, several major findings were apparent. The findings have been organized under three major sections.

Section One: Identification Procedures. Guidance counselors (86%) and administrators (65%) in high schools had the most frequent involvement in establishing criteria for identification of LEP students. Two of the three area vocational centers in the study indicated that they were not involved in establishing criteria for identification of LEP students. It was noted by the respondents that all students attending the area vocational center were identified and enrolled by the local school districts (feeder schools). All criteria and the staff involved in the identification of LEP students appears to be determined at the home high school. English as a second language (ESL) personnel (88%) appeared to have the most extensive involvement in the community colleges. Administrators, counselors, advisory committees, parents, vocational teachers, bilingual teachers, and ESL personnel all had some involvement in establishing identification criteria in high schools and community colleges.

Counselor identification and referral was the local criteria established for identification of LEP students most frequently mentioned by high schools and community colleges. Referral from feeder schools was the identification criteria for LEP students indicated most frequently by area vocational centers.

The review of the One and Five Year Plans revealed that most LEAs did not report criteria for identifying LEP students. Of the 59 One and Five Year Plans reviewed, there were only 23 (39%) that had identification criteria for LEP students. Of these 23 LEAs, there were 13 (22%) that used the criteria established by the ISBE/DAVTE which was the definition for persons of limited English speaking ability and the four levels of English language proficiency developed by the Illinois State Board of Education, Bilingual Education Section. Interviews during on-site visitation at a high school revealed that identification of LEP students was done on an informal individual basis by counselors and teachers. Although it appears that a wide variety of criteria have been established, identification systems for LEP students are not well established and there are problems and difficulties in identifying LEP students.

The telephone questionnaire with state directors of vocational education revealed that none of the states contacted (7) had required or mandated identification procedures for LEP students. It was indicated that it was specifically left to the individual LEAs to establish their own systems of identification. The telephone questionnaire also revealed that a major concern was school district personnel "did not know what an LEP student was," and that some school districts identify students as LEP if they have a non-English surname. Many state directors felt there was no consistency in the identification of LEP students because there were no standardized criteria. State directors expressed a need to educate the people involved in the identification, as well as other staff, regarding the definition of LEP students, what their needs are, and the best ways they can be served.

The information and data most frequently mentioned by high schools for identification of LEP students were referrals from district personnel (77%), with counselors being the persons most frequently mentioned to collect this information and data. For community colleges the two information and data sources most frequently mentioned were formal testing (69%) and student interviews (69%), with counselors and ESL faculty being the persons most often involved in collecting this information and data. Although there were a great many persons mentioned as collecting the different types of information and data, overall, counselors were the persons most frequently mentioned who collect the various types of identification information and data.

Fifty-three (85%) of the LEAs indicated that the types of information and data used to identify LEP students were satisfactory and nine (15%) indicated they were not satisfactory.

The reason most frequently given by all types of local educational agencies for identifying LEP students was to determine needed support services. Counselors were the persons most frequently mentioned for determining the needed support services. To plan individualized instruction (72%) was noted by high schools as an important reason for identifying LEP students, with teachers and bilingual staff cited as the persons most likely to plan individualized instruction. To claim reimbursement funds from DAVTE was also noted by all types of local educational agencies as a reason with significant importance. It is important to note that the reason least frequently mentioned by all LEAs for identifying LEP students was to simultaneously identify staff inservice training needs. However, during on-site interviews it was indicated that one of the major needs was to make staff aware of the needs of LEP students, and to provide appropriate inservice training.

Thirty-seven (60%) of the LEAs indicated that they had not developed a formal referral form or procedure for use with LEP students, while 25 (40%) indicated they had developed a formal referral form or procedure.

The data, in general, revealed that there is a high degree of similarity between high schools and community colleges in the identification criteria being utilized, the various procedures that are being incorporated, and the people involved in identification.

Section Two: Assessment Procedures. There are a variety of persons involved in the assessment of LEP students in vocational education programs. Guidance counselors and vocational teachers in high schools and community colleges had the most frequent involvement in the assessment of LEP students in vocational education programs. Area vocational centers indicated vocational teachers (100%) and administrators (67%) as having the most frequent involvement in the assessment of LEP students.

The most frequent area of assessment mentioned by all types of local educational agencies was assessment of proficiency in oral English language. The areas of assessment concerning the students' native language, economic background, and cultural adjustment were the least mentioned by all types of LEAs. Although there were a variety of tests and procedures mentioned as used for each area of assessment, it appears that interviews in high schools and community colleges are the most frequently mentioned procedures used for assessment of proficiency in oral English language. In area vocational centers, observations and student performance in classes are most frequently used for assessment of oral English language proficiency.

Local educational agencies indicated using several specific instruments (e.g. CELT, Standard Achievement Test, Nelson-Denny Test, Kuder Interest Inventory, WRAT, Inter-American Reading Test, Ilyin EPT, John Oral Proficiency Test, and the Michigan Test of English Language Proficiency). Within each area of assessment, however, informal assessment procedures such as interviews and observations appeared to be used most frequently.

Bilingual staff, teachers, and counselors in high schools are the persons most frequently mentioned as responsible for the various areas of assessment. In area vocational centers, vocational teachers, and counselors are the persons most often mentioned as conducting the various areas of assessment. In community colleges, ESL staff and counselors were involved in the various assessment activities more frequently than any other group of persons.

In the review of the Local One and Five Year Plans, most LEAs did not state the assessment instruments and/or procedures used for LEP students. Of the 59 LEAs, there were only 3 (5%) that identified the specific assessment instruments and/or procedures used for LEP students.

The telephone interview revealed that none of the states contacted had required or mandated assessment procedures for use with LEP students in vocational education programs. In all states it appeared that individual LEAs had the discretion to select their own assessment tests and procedures to use with LEP students. It was stressed by state directors of vocational education that LEAs have to use what works best for them in assessing LEP students, because most LEAs have different administrative structures and serve students with diverse needs. It was also suggested that the most effective approaches would likely be those that utilized a variety of procedures and tests. Many state directors felt the assessment of LEP students in vocational education was an area of great concern with no real systematic or standardized approach.

Fifty (81%) of the mail survey respondents indicated that the assessment tests and/or procedures used in their LEA to assess LEP students in vocational education were generally satisfactory, and twelve (19%) indicated they were not satisfactory. Thirty-nine (63%) of the LEAs indicated that the assessment tests and/or procedures used by them to assess LEP students in vocational education were culture fair, while 4 (6%) noted they were not culture fair. It is interesting to note that 19 (31%) of the LEAs indicated they "did not know" if the assessment tests and/or procedures being utilized with LEP students were culture fair.

The most frequent use of assessment information by high schools and area vocational centers was to determine needed support services. Placement of LEP students in ESL classes was noted by community colleges as the most important use of assessment information. Placement of LEP students in VESL classes was the least mentioned use of assessment information by all types of LEAs. Although there were several persons mentioned who use the assessment information concerning LEP students; overall, counselors in high schools and community colleges were the most frequently mentioned. Vocational teachers in area vocational centers were the persons most often mentioned as using the assessment information.

The data in general revealed that there is a high degree of similarity between high schools and community colleges in the area of assessment being used for LEP students in vocational education programs, and in the tests and procedures being used for each area of assessment.

Section Three: Placement Procedures. Guidance counselors (86%) in high schools had the most frequent involvement in determining the criteria for placing LEP students in vocational education programs. Two of the three area vocational centers in the study indicated that they were not involved in determining the criteria for placement or placing LEP students in vocational education programs at their area vocational centers. The respondents stated that all students attending the area vocational center were formally placed in programs by counselors at the local school districts (feeder schools). All criteria and the staff involved in the placement of LEP students were decided at the participating local school districts. Counselors (63%) and vocational teachers (63%) appeared to have the most extensive involvement in community colleges in determining the criteria for placing LEP students in vocational education programs.

The criterion most frequently used by high schools for placing LEP students in vocational education programs was vocational interest (88%). English language proficiency (81%) was the criterion most often mentioned for placing LEP students in vocational education programs in community colleges.

In all types of LEAs oral interviews were the procedures most frequently mentioned for determining English language proficiency and vocational interest. Other frequently mentioned procedures used to determine placement criteria were review of student's records and grades.

In high schools, counselors and bilingual staff were the persons most frequently involved in implementing program placement procedures. Counselors in the area vocational center were the most frequently mentioned persons. In community colleges counselors and ESL staff were involved in implementing program placement procedures more frequently than any other group of persons.

During on-site interviews it was revealed that in most cases LEAs did not have criteria for placing LEP students in vocational education programs. It was expressed that students were free to enroll in any vocational class they wanted even if they were limited in English. However, it was acknowledged that in order for LEP students to succeed in vocational education, appropriate additional support services must be provided.

The telephone interview revealed that none of the states contacted had required or mandated criteria for placing LEP students in vocational education programs. It was indicated that the individual LEAs were left to select their own criteria for placing LEP students in vocational education programs.

Fifty-one (82%) of the mail survey respondents indicated that the criteria used for placing LEP students in vocational education were satisfactory, while eleven (18%) indicated they were not satisfactory.

Forty-six (74%) LEAs indicated they did not have a required level of English language proficiency prior to placement in vocational education, while sixteen (26%) indicated they did have a required level of English language proficiency. It is important to note that all three area vocational centers in the study indicated they did not have a required level of English language proficiency prior to placement in vocational education.

In high schools and community colleges there appeared to be a variety of English language proficiency levels required prior to placement in vocational education. There clearly was no common nor frequently used criterion level for English proficiency. Each high school and community college reported a different level as well as different scales/tests for measuring proficiency. In high schools, ESL teachers and bilingual staff were the persons most frequently mentioned as determining the required level of English language proficiency prior to placement in vocational education. In community colleges, counselors were the individuals most often mentioned who determined the required level of English language proficiency prior to placement in vocational education. In high schools and community colleges course content was the criterion most often mentioned for determining the required level of English language proficiency prior to placement in vocational education.

Fifty-one (82%) LEAs revealed they did not have different English language proficiency requirements for different vocational classes, and eleven (18%) indicated they did have different English language proficiency requirements. There were a variety of different vocational classes in high schools and community colleges that had English language proficiency requirements. Generally it was indicated that business occupations classes (e.g. typing, shorthand, bookkeeping, accounting, and data processing) most often had English language proficiency requirements. In high schools and community colleges, there were many different English language proficiency requirements for the different vocational classes. The English language proficiency requirement most frequently mentioned by high schools was level III and up, and in community colleges the English language proficiency requirement most frequently mentioned was "medium." It is interesting to note that for several vocational classes, (e.g. auto mechanics, welding, and data processing) some high schools appeared to require a higher level of English language proficiency than some community colleges. In high schools and community colleges, course content and instructional materials were the criteria most frequently mentioned for determining the English language proficiency requirements for the different vocational classes.

In all types of LEAs vocational teachers were the most apt to be informed after an LEP student had been placed in a vocational education program. Other groups frequently informed after an LEP student had been placed in a vocational education program were teachers, counselors, and administrators.

The data in general revealed that there is a high degree of similarity between high schools and community colleges in the procedures and criteria being utilized for placing LEP students in vocational education programs.

Conclusions

Based upon the findings of this study, the following major conclusions are presented under each of the three major sections:

Section One: Identification Procedures

1. Guidance Counselors are the primary persons involved in establishing the criteria used for identification of LEP students. In addition, counselors are overall more involved than any other group in collecting the following various types of information and data: referral from LEA personnel, review of students files, formal testing, parent interviews, student interviews, economic background, and cultural adjustment. Counselors are also the principal persons involved in determining needed support services for LEP students.

2. Feeder schools appeared to have the principal role in establishing the criteria used for identification of LEP students in area vocational centers.

141

3. A wide variety of criteria has been established for identification of LEP students, however, counselor identification and referral was the criteria most often utilized by the LEAs in the study.

4. A major issue of concern expressed by LEAs in Illinois and by the other state directors of vocational education contacted is that identification systems for LEP students are not well established and they lack consistency or uniformity.

5. Referrals from district personnel and student interviews are the most common types of information and data used by local educational agencies to identify LEP students.

6. The majority of LEAs involved in the study feel the types of information and data they are using to identify LEP students are satisfactory.

7. Local educational agencies most frequently identified LEP students for the purposes of determining needed support services and claiming reimbursement funds from DAVTE. Other purposes include: to plan individualized instruction, to modify/adjust curriculum, to plan specific instructional experiences, and to use in completing the Vocational Education Data System Report.

8. A major issue of concern expressed by LEAs in Illinois and by the other state directors of vocational education contacted is the need to train and inservice LEA staff on how to better identify and serve LEP students.

9. Most LEAs in the study have not developed formal referral forms or procedures for use with LEP students.

10. In general, there is a high degree of similarity between high schools and community colleges in the identification criteria being utilized, the various procedures that are being incorporated, and the people involved in identification.

Section Two: Assessment Procedures

1. Guidance counselors are the individuals principally involved in the assessment of LEP students in vocational education programs. In addition, counselors in all types of LEAs are involved in conducting the following areas of assessment for LEP students in vocational education programs: vocational interest, occupational aptitude, and career awareness.

2. The area of assessment most frequently used by LEAs for LEP students in vocational education programs is proficiency in oral English language.

3. Although a variety of tests and procedures are being utilized by LEAs for the different areas of assessment used for LEP students in vocational education programs, informal assessment procedures such as interviews and observations are used most often.

4. Bilingual education staff (e.g. teachers, counselors, tutors, and aides) in high schools are often involved in conducting the following areas of assessment for LEP students in vocational education programs: proficiency in oral English language, proficiency in oral native language, listening comprehension of the native language, proficiency in reading and writing native language.

5. ESL staff in community colleges are often involved in conducting the following areas of assessment for LEP students in vocational education programs: proficiency in oral English language; listening comprehension of the English language; proficiency in reading and writing English, and proficiency in oral native language.

6. Vocational teachers in area vocational centers are often involved in conducting the following areas of assessment for LEP students in vocational education programs: proficiency in oral English language, and listening comprehension of the English language.

7. State directors of vocational education from other states contacted indicated that the assessment of LEP students in vocational education is an area of great concern with no real systematic or standardized approach.

8. LEAs in Illinois and other state directors of vocational education contacted expressed a great need for inservice training for staff in the area of assessment for LEP students in vocational education programs.

9. The majority of LEAs involved in the study feel that the assessment tests and procedures used for LEP students in vocational education are satisfactory.

10. Many (63%) LEAs in the study feel that the assessment tests and procedures used with LEP students in vocational education are culture fair. However, several (31%) LEAs did not know if the assessment tests and procedures are culture fair, and some (6%) LEAs did not think the assessment tests and procedures being utilized with LEP students in vocational education are culture fair.

11. The major overall use of assessment information about LEP students in vocational education was to determine needed support services. Secondary uses included: to place LEP

students in ESL classes, to prepare individualized instruction, to develop instructional materials, and to assist in career counseling.

12. In general, there is a great deal of similarity between high schools and community colleges in the areas of assessment being used for LEP students in vocational education programs, and in the tests and procedures being used for each area of assessment.

Section Three: Placement Procedures

1. Guidance counselors are the primary persons involved in determining the criteria for placing LEP students into vocational education programs.

2. Feeder schools have the principal role in determining criteria for placing LEP students in vocational education programs in area vocational centers.

3. Vocational interest and English language proficiency are the two criteria most frequently mentioned by LEAs for placing LEP students into vocational education programs.

4. A variety of procedures are used to determine criteria for placing LEP students into vocational education programs, however, interviews in all types of LEAs are the procedures most frequently used.

5. Several LEAs in the study did not have criteria for placing LEP students into vocational education programs. It was noted, however, that in order for LEP students to succeed in vocational education programs, appropriate additional support services must be provided.

6. The majority of LEAs involved in the study feel the criteria used for placing LEP students into vocational education programs are satisfactory.

7. Most (75%) LEAs in the study do not have a required level of English language proficiency prior to placement in vocational education. There are some high schools (11%) and community colleges (15%), however, that have required English language proficiency levels prior to placement into vocational education.

8. Course content was the criterion most often mentioned for determining the required level of English language proficiency prior to placement into vocational education.

9. The majority (82%) of LEAs in the study did not have different English language proficiency requirements for different vocational classes. There are some high schools (10%) and community colleges (8%), however, that have different English language proficiency requirements for different vocational classes.

10. Business occupation classes most often have English language proficiency requirements in the LEAs surveyed.

11. Some high schools appear to require a higher level of English language proficiency for some classes than do community colleges.

12. Course content and instructional materials in high schools and community colleges are the criteria most frequently mentioned for determining the English language proficiency requirements for the different vocational classes.

13. Vocational teachers in all types of LEAs are the most likely to be informed after an LEP student has been placed into a vocational education program.

14. In general, there is a high degree of similarity among high schools and community colleges in the procedures and criteria being utilized for placing LEP students into vocational education programs.

Discussion and Implications of Data

This study focused on the identification, assessment, and placement procedures utilized for LEP students in vocational education programs in the State of Illinois. The intent was to describe and explain the varied procedures being utilized. In recent years there has been an increase in efforts by the State of Illinois to provide more and better services and programs to LEP students in vocational education programs. Establishing identification and assessment procedures for LEP students has not been an easy task for local educational agencies throughout the state. Vocational education programs serving limited English proficiency populations are a relatively new educational forum. There is a lack of appropriate assessment instruments that can be used for limited English speaking ability students in vocational education programs, and there is no standardized criteria for identification of LEP students. The improvement of procedures for identification and assessment would thus lead to the improvement of programs and services to LEP students.

Several research questions were written that asked who was involved in the identification, assessment, and placement procedures of LEP students. This is of significant importance in determining key individuals and groups that need to be educated in these areas. The three major areas of concern were: "Who is involved in establishing criteria used for identification of LEP students? Who is involved in the assessment of LEP students in vocational education programs? and Who determines the criteria for placing LEP students into vocational education programs?" The study revealed that guidance counselors in all three major areas were the principal persons involved. Other individuals frequently involved in all three major areas were: ESL personnel, bilingual staff, vocational teachers, and administrators. It appears that special efforts should be made for these groups of people to work closer together in the identification, assessment, and placement of LEP students in vocational education programs. Inservice training needs to be built around the specific needs of the LEA and should include all groups of people involved (e.g. ESL personnel, bilingual staff, vocational teachers, and administrators). This training should give attention and awareness to appropriate procedures of identifying, assessing, and placing LEP students in vocational education programs, as well as methods for increasing communication between these different groups of people. This would serve to coordinate efforts, and in essence appropriate identification, assessment, and placement procedures to meet the specific needs of the LEA could be developed.

Although there were a wide variety of criteria established for identification of LEP students, counselor identification and referral is the procedure most often utilized by the LEAs in the study. It was discovered by this study that LEAs in Illinois and other state programs do not have well established identification systems for LEP students. In addition, those systems in existence lack consistency or uniformity. It appears inservice staff development programs involving counselors, ESL personnel, bilingual staff, vocational teachers, administrators, etc. should be conducted at the local level. It is possible that in working together, levels of standards within the identification criteria would be established and that LEAs would soon be able to develop a identification system with consistency and uniformity.

This study found that a wide variety of tests and procedures were being used by LEAs to assess LEP students in vocational education programs; however, informal assessment procedures such as interviews and observations were the procedures most often used. One important implication of this fact, is that no formal systematic or standardized approach has been established for the assessment of LEP students in vocational education programs. Since there is a shortage of appropriate assessment instruments for limited English speaking ability students (Sanchez, 1980), it is possible that LEA personnel face difficulties in locating assessment instruments; and therefore must rely on informal interviews or observations. It is important to note that for oral language proficiency an interview by a trained individual or trained staff can give highly reliable and valid information. All individual interviews during on-site visitations emphasized that no test existed that could be used by itself with LEP students in vocational education without adaptation.

The mail survey revealed that the following tests were used in assessing English language proficiency by LEAs in this study: Ilyin Oral Interview, Test for Adult Basic Education, Test of English as a Foreign Language, Michigan Test of English Proficiency, John Oral Proficiency Test, Ilyin EPT: English-Second-Language Placement Tests, and CELT: A Comprehensive English Language Test for Speakers of English as a Second Language. The only test that has been developed specifically for use with LEP students in bilingual vocational training programs is the Bilingual Vocational Oral Proficiency Test (Troike, 1981), funded by the U. S. Department of Education. This test measures oral proficiency (listening and speaking) rather than reading and writing. The test is based on actual language used in vocational instruction and on-the-job work experience. The test serves a dual function, it assists in the placement of students in vocational training programs, and then helps in assessing vocational English skills when training is completed. It is important to note that this test is aimed at adult bilingual vocational training programs and not for secondary academic settings.

Formal systematic procedures to use in assessing LEP students in vocational education programs need to be developed. LEAs in Illinois and the other state directors of vocational education contacted expressed a great need for staff inservice training in the area of assessment of LEP students in vocational education programs. According to a study conducted by Lopez-Valadez (1979), the areas in which vocational educators in Illinois seem to have the least awareness are in the identification, assessment, and diagnostic procedures utilized for LEP students in vocational education. This study clearly documents and further defines the nature of this major, unmet need.

LEA personnel need to be trained in developing a systematic or standardized approach in assessment and in selecting or evaluating tests and procedures to utilize with LEP students in vocational education programs. LEAs need to develop a systematic approach that works best for them in assessing LEP students because most LEAs have different administrative structures and serve students with diverse needs.

The study also revealed that several LEAs did not know or did not think the assessment tests and procedures being utilized with LEP students in vocational education were culture fair. All individual interviews during on-site visitations expressed the opinion that no tests were completely culture fair. It is important to note that, it is of significance to understand the student's family and cultural group before choosing assessment tests and procedures or interpreting results. Nazarro (1979) noted that some of the common problems associated with assessing students from different ethnic backgrounds include:

> 1. Failure of students to pay attention to the demands of timed tests.
> 2. Lack of familiarity with information items related to the majority culture.
> 3. Reluctance to participate for fear of embarrassment to the family.
> 4. Failure of certain questions to make sense outside the context of the majority culture. (p. 1-2)

The study also revealed that most LEAs did not report in their One and Five Year Plans criteria for identifying LEP students or the assessment instruments and/or procedures used for LEP students in vocational education programs. It seems that it would be of importance to include a section in the *Local District One and Five Year Plan for Vocational Education* for LEAs with LEP populations to list specific criteria for identifying LEP students and assessment instruments and/or procedures used for LEP students in vocational education programs. This would help the state determine if LEP students are accurately being identified and assessed, and if the LEAs qualify to claim reimbursement funds for LEP students in vocational education programs. This is one rationale for establishing identification criteria and assessment procedures, others also exist. For example, this would help local vocational education program directors to do a better job in program planning. This would help local directors to determine the following: types of language groups that are being served, proficiency of students, type of staff training that is needed, and the kinds of instructional materials that are needed. This would serve in providing better services and programs for LEP students.

The three area vocational centers included in the study indicated they did not have a required level of English language proficiency prior to placement in vocatioal education. Several of the high schools and community colleges indicated there were a variety of required English language proficiency levels prior to placement in vocational education. However, there clearly was no common or frequently used criterion level for English language proficiency. Each high school and community college reported a different English language level, as well as, different scales or tests for measuring proficiency. It is interesting to note that some high schools appear to require a higher level of English language proficiency for some classes than do community colleges. Course content and instructional materials in high schools and community colleges are overall the criteria most frequently mentioned for determining the English language proficiency requirements for the different vocational classes. In the LEAs surveyed, business occupation classes most often had English language proficiency requirements. Ruth Strang (1976), a professor of education and director of the Reading Development Center from the University of Arizona, stated that "there is a significant relationship between reading ability and success or failure in business classes because students must use large amounts of textual materials." Even though a student may score up to grade level on a general reading achievement test, he may lack the comprehension skill necessary to accurately comprehend and utilize information concerned with business education (Reiff, 1976).

All vocational areas (e.g. industrial, home economics, health, and agriculture) need to take into consideration the reading levels of instructional materials, as well as actual reading skills needed for job performance or successful completion of vocational education courses. Also when materials are translated into the student's native language appropriate consideration needs to be taken to the literacy level and cultural background of the student. Day (1980), stated that "even if materials in the student's native language are available, their appropriateness and utility is sometimes doubtful because of the literacy level of the LEP student in his/her first language. Most of the commercially available vocational materials in Spanish are at a reading level equivalent to the English counterpart (often they are direct translations), and are too advanced to be of real use."

For area vocational centers in the study no valid comparisons could be made, because of the small number (3) participating in the study. However, the study revealed that in general there is a high degree of similarity between high schools and community colleges in the identification criteria being utilized, the various procedures that are being incorporated, and the people involved in identification. In addition, there is a great deal of similarity in the areas of assessment being used for LEP students in vocational education programs, and in the tests and procedures being used for each area of assessment. There is also a high degree of similarity in the procedures and criteria being utilized for placing LEP students into vocational education programs. It seem that different identification, assessment, and placement procedures would need to be utilized for high schools (secondary youth) and community colleges (adult) because of their different needs. However, this may not be the case because no formal identification and assessment procedures have been developed at either level and the lack of assessment instruments available to use for LEP students in vocational education may force high schools and community colleges to utilize the same instruments and procedures.

The study found that the local educational agencies in the study identify LEP students and use the assessment information about LEP students in vocational education programs most frequently for the purpose of determining needed support services. The identification and assessment of LEP students is generally a fundamental step for providing needed support services in all types of LEAs. The manner in which the identification and assessment is accomplished can effect the services provided to LEP students. If the identification and assessment procedures provide essential and descriptive data detailing the needs of LEP students, the services can be improved. It is hoped that this study will assist state and local educational agencies, and teacher education programs in expanding and exploring identification, assessment, and placement procedures; and thus enhance their continuing efforts to improve programs and services to LEP students.

Recommendations

Based upon the findings and conclusions of this study the following recommendations are presented:

1. Special efforts should be made by vocational educators and other staff (e.g. bilingual teachers, ESL personnel, and administrators) to work more closely with counselors in the identification, assessment, and placement of LEP students. Inservice training should be provided at the local level to educate those persons involved in the identification, assessment, and placement procedures, as well as other staff, regarding the definition of LEP students, what their needs are, and the alternatives by which they can best be served.

2. DAVTE should encourage and fund inservice staff development programs at the local level to improve the identification, assessment, and placement procedures utilized for LEP students in vocational education programs.

3. DAVTE should develop a handbook on identification, assessment, and placement procedures of LEP students for LEA personnel (e.g. counselors, administrators, and teachers) involved in these procedures to use as a resource reference. The handbook should include guidelines and considerations,

procedures, personnel involvement, examples, sample forms, instruments, and bibliographies of resources and references. The handbook should help LEAs to develop and improve procedures in the identification, assessment, and placement of LEP students in vocational education programs. This handbook should also help expand knowledge and awareness of the varied identification, assessment, and placement procedures that can be utilized for LEP students in vocational education programs at the secondary, post-secondary, and adult levels.

4. DAVTE should develop a handbook on instructional strategies and support services for LEP students in vocational education programs for LEA personnel (e.g. counselors, teachers, administrators, and special resource personnel) to use as a resource reference. This handbook should include instructional services, supportive services, facilities and equipment, recruitment and enrollment, and job placement and follow-up. This handbook should also include guidelines and considerations, procedures, personnel involvement, examples, and bibliographies of resources and references. Specifically, this handbook should help expand knowledge and awareness of the varied support services and resources that can be utilized and obtained for LEP students in vocational education programs. It should help LEAs in their efforts to improve services to LEP students by creating awareness of what can be done, how it can be done, and where resources can be obtained with minimal or no additional cost.

5. DAVTE should develop a list of possible program improvement activities related to the identification, assessment, and placement of LEP students for LEAs to consider and catalog the available resources for each of these program improvement activities at central locations (e.g. BESC, ECCMC, and universities).

6. High schools and Area Vocational Centers should develop a system for working more closely with feeder schools, so that LEP students can be identified early, and teachers can make program modifications, order materials, and hire additional staff, before school starts.

7. DAVTE and LEAs should continue to sponsor and hold inservice training for educators relative to criteria for identification and appropriate learning activities for LEP students.

8. DAVTE should develop "suggested" formal referral forms and procedures for LEAs to use for LEP students and incorporate into a handbook. This handbook should include guidelines and considerations, procedures, personnel involvement, examples, sample forms, and bibliographies of resources

and references. This handbook should help expand knowledge and awareness of the varied formal referral forms and procedures that can be utilized for LEP students in vocational education programs.

9. DAVTE should evaluate vocational education programs periodically on their identification, assessment, and placement procedures utilized for LEP students and the results of the evaluation used for improving these procedures.

10. DAVTE should include a section in the Local District One and Five Year Plan for Vocational Education for LEAs to list specific criteria for identifying LEP students and to describe assessment instruments and procedures used for LEP students in vocational education programs.

11. DAVTE should develop criteria related specifically to identification and assessment procedures for approving the LEAs One and Five Year Plans to claim reimbursement funds for LEP students in vocational education programs.

12. DAVTE should continue to provide consultative assistance to LEAs on the identification, assessment, and placement of LEP students in vocational education programs.

13. DAVTE should identify and make LEAs aware of other agencies providing resources and services concerning the identification, assessment, and placement of LEP students.

14. ISBE should provide funding to conduct an indepth study to determine the best assessment instruments and/or procedures available and the best identification and assessment procedures to use with LEP students in vocational education programs. Since most LEAs have different administrative structures and serve students with diverse needs, some important factors that must be taken into consideration for this type of study are the different sizes and types of LEAs, type of vocational education programs being offered, costs of tests/instruments, types of LEP populations being served, and LEA staffing patterns.

15. Universities should offer off-campus courses for local personnel on the identification, assessment, and placement of LEP students in vocational education programs.

16. Universities should encourage further research on the identification, assessment, and placement of LEP students in vocational education programs.

155

17. Universities should implement into the course content of vocational education courses procedures for identifying, assessing and placing LEP students in vocational education programs. These vocational education courses could be taught jointly by vocational and bilingual education staff members.

18. ISBE should encourage collaboration between DAVTE and the Bilingual Education Section. It is possible that some identification and assessment procedures being utilized for LEP students in bilingual education programs can be adapted and/or related for LEP students in vocational education programs. This should serve to coordinate and further develop state-level policies, guidelines, and resource documents related to identification, assessment, and placement procedures for LEP students in vocational education programs.

19. LEAs should encourage collaboration between vocational education, ESL, and bilingual education staff members. Staff with bilingual or ESL expertise are significantly more aware than other staff of LEP identification mechanisms and of the existence of the LEP population (Lopez-Valadez, 1979). This should serve to coordinate and expand local efforts to improve the identification, assessment, and placement procedures of LEP students in vocational education programs.

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157

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APPENDIX A

Major Research Questions and Additional Related Questions

RESEARCH QUESTIONS

Research Question 1: Identification Procedures. What identifica-procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?

1. Who is involved in establishing criteria for identification of LEP students?
2. What is the local criteria established for identification of LEP students?
3. What types of information and data are used to identify LEP students?
4. What is the position or title of the person who collects the information and data?
5. For what purpose(s) are LEP students identified by the LEAs?
6. What is the position or title of the person who uses the identification information?
7. Has a formal referral form or procedure been developed for use with LEP students?

Research Question 2: Assessment Procedures. What assessment procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?

1. Who is involved in the assessment of LEP students in vocational education programs?
2. What areas of assessment are used for LEP students in vocational education programs?
3. What tests/procedures are used for the different areas of assessment?
4. What is the position or title of the person who conducts the assessment?
5. For what purpose(s) is the assessment information of LEP students used?
6. What is the position or title of the person who uses the assessment information?

Research Question 3: Placement Procedures. What placement procedures are used and to what extent are they similar or different among high schools, area vocational centers, and community colleges?

1. Who determines the criteria for placing LEP students in vocational education programs?
2. What criteria are used for placing LEP students in vocational education programs?
3. How are the placement criteria determined?
4. What is the position or title of the person who determines the different criteria that are used for placing LEP students in vocational education programs?
5. What is the required level of English language proficiency prior to placement in a vocational education program?
6. What is the position or title of the person who determines the required level of English language proficiency prior to placement in a vocational education program?
7. What determines the required level of English language proficiency prior to placement in a vocational education program?
8. What are the different English language proficiency requirements for the different vocational classes?
9. What determines the different English language proficiency requirements for the different vocational classes?
10. Who will be informed after an LEP student has been placed in a vocational education program?

162

APPENDIX B

Map of Vocational Regions

217/333-3087
Ms. Barb Macikas
51 East Armory
Champaign, IL 61820

Bonnie Maguire
5625 Elm Street
Lisle, IL 60532
312-968-7557

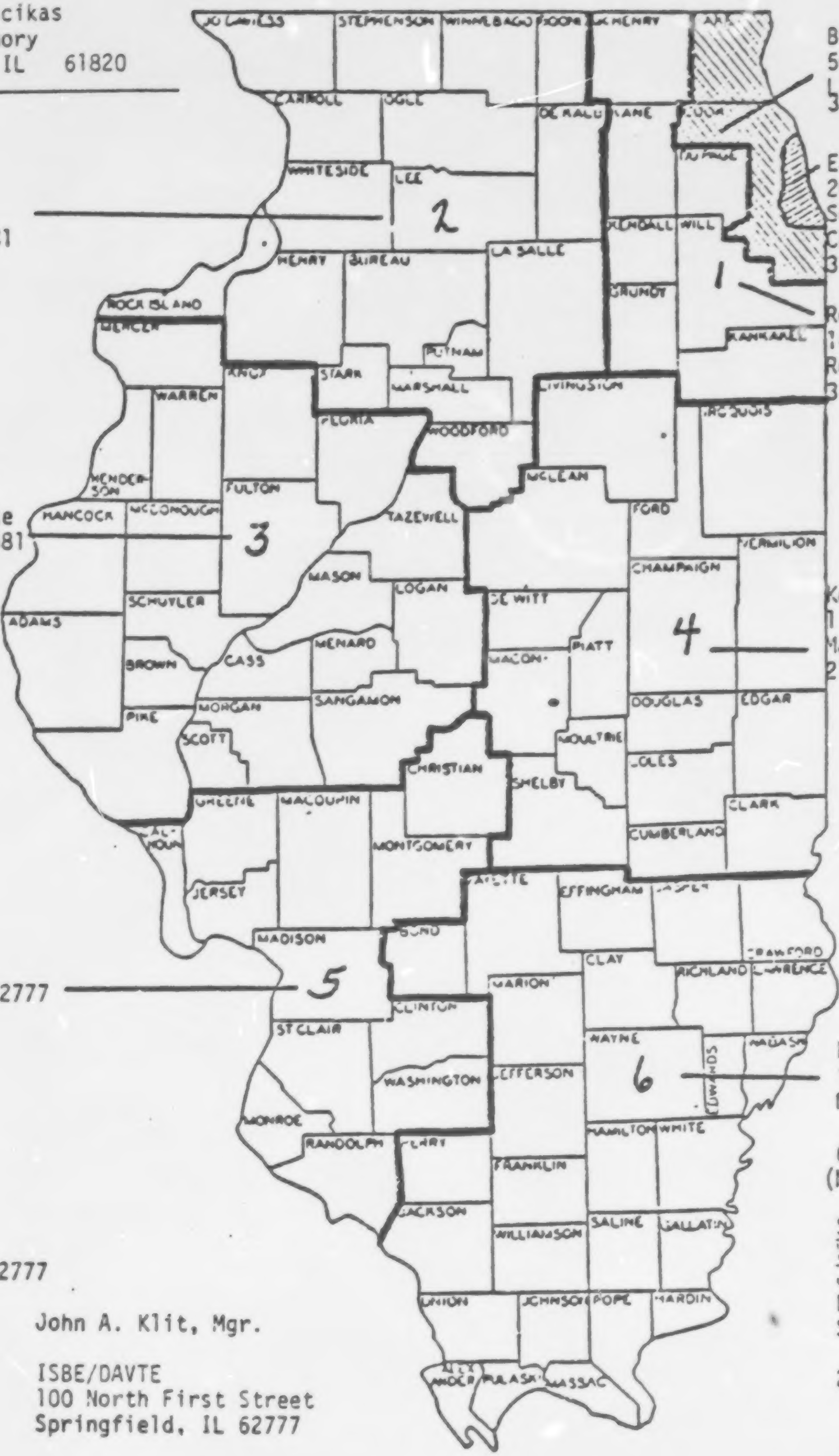
Philip Baird
06 - 21st Ave.
terling, IL 61081
815-625-9115

Ed Palmer
201 N. Wells
Suite 1220
Chicago, IL 60606
312-793-2708

Robert Wolanin
145 S. Hill
Roselle, IL 60172
312-894-3932

omas Kissinger
448 West LaFayette
ushville, IL 62681
7-322-3059

Kenneth Knell
1 Wood Glen II
Mahomet, IL 61853
217-586-4551


JO DAVIESS
STEPHENSON
WINNEBAGO
BOONE
McHENRY
LAKE
CARROLL
OGLE
DE KALB
KANE
COOK
DU PAGE
WHITESIDE
LEE
2
KENDALL
WILL
HENRY
BUREAU
LA SALLE
1
ROCK ISLAND
MERCER
GRUNDY
PUTNAM
KANKAKEE
KNOX
STARK
MARSHALL
LIVINGSTON
IROQUOIS
WARREN
PEORIA
WOODFORD
HENDERSON
FULTON
McLEAN
HANCOCK
McDONOUGH
3
TAZEWELL
FORD
VERMILION
CHAMPAIGN
MASON
LOGAN
DE WITT
SCHUYLER
ADAMS
4
BROWN
CASS
MENARD
MACON
PIATT
MORGAN
SANGAMON
PIKE
SCOTT
DOUGLAS
EDGAR
MOULTRIE
COLES
CHRISTIAN
SHELBY
GREENE
MACOUPIN
CLARK
CALHOUN
MONTGOMERY
CUMBERLAND
JERSEY
FAYETTE
EFFINGHAM
JASPER
MADISON
BOND
CRAWFORD
CLAY
5
RICHLAND
LAWRENCE
MARION
CLINTON
ST CLAIR
WAYNE
WABASH
EDWARDS
WASHINGTON
JEFFERSON
6
MONROE
RANDOLPH
PERRY
HAMILTON
WHITE
FRANKLIN
JACKSON
SALINE
GALLATIN
WILLIAMSON
UNION
JOHNSON
POPE
HARDIN
ALEXANDER
PULASKI
MASSAC

.ernard Quigley
DAVTE Office
ringfield, IL 62777
7-782-4876

Harold Finn
1316 Wilshire Dr.
Mt. Vernon, IL
62864
618-242-1676
(Mt. Vernon Offic

ATE AGENCIES
John Jordan
VTE Office
ringfield, IL 62777
217/782-4876

SPECIAL COOP &
WORK-STUDY
John Sweeney
DAVTE Office
Springfield, IL
62777
217-782-4876

John A. Klit, Mgr.

ISBE/DAVTE
100 North First Street
Springfield, IL 62777

APPENDIX C

Cover Letter

University of Illinois at Urbana-Champaign

College of Education
**DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION**

345 Education Building
Urbana, Illinois 61801
(217) 333-0807

TO: Vocational Education Program Directors

FROM: Rose Mary Cordova, Research Associate
L. Allen Phelps, Project Director

DATE: April 22, 1981

RE: A Study of the Identification, Assessment, and Placement Procedures Utilized for LEP Students in Vocational Education Programs

In recent years we have seen an increase in efforts by vocational educators to identify and provide services to Limited English Proficiency (LEP) learners. These efforts have brought to our attention areas that need additional research and development. Essentially, this study will examine current procedures utilized in the identification, assessment, and placement of LEP students in vocational education programs. This study is being conducted by the University of Illinois in cooperation with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

This study is not an attempt to evaluate your vocational education program. Through this study we will learn more about the existing problems and practices related to identification, assessment, and placement of LEP students in vocational education programs in Illinois. With the results of this study we will be able to assist DAVTE and local educational agencies in their efforts to improve services to the LEP populations. It is also anticipated that a handbook will be developed in 1981-82.

> *If there are no LEP students currently attending your local educational agency (LEA), please return the uncompleted questionnaire in the enclosed envelope. This will help us to be able to interpret the data more accurately.*

We are aware that different LEAs have different procedures for the identification, assessment, and placement of LEP students in vocational education programs. Please assist us by providing the most accurate data for your LEA. Depending upon the administrative structure of your LEA, it may be necessary to involve other personnel in completing this questionnaire. The questionnaire has been designed so that most questions can be answered by simply circling the appropriate number. Completion of the questionnaire should take less than 15 minutes. The information you provide will, of course, be held in strict confidence. The summary report will not identify procedures used in specific LEAs. Please comment freely.

We are also aware that many LEAs have only a small number of LEP students presently enrolled. Even if your LEA is serving only a few students at present, your comments and responses will be very valuable to this study.

We would appreciate it if you would complete the enclosed questionnaire and return it in the self-addressed envelope by May 15, 1981. We thank you for your cooperation and assistance with this study. Upon completion of the study, a summary of the findings will be mailed to you. If you have any questions or comments, please feel free to contact us at (217) 333-2325.

RMC:LAP:jh
Enclosures

APPENDIX D

Mail Questionnaire

Sequence # __________ 1-3

4

A STUDY OF THE IDENTIFICATION, ASSESSMENT AND PLACEMENT PROCEDURES UTILIZED FOR LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

DIRECTIONS: Please circle and/or fill in the information and data that best describe your vocational education program for Limited English Proficiency (LEP) students.

SECTION I: BACKGROUND INFORMATION

1a. To the best of your knowledge are there LEP students currently attending your Local Educational Agency (LEA)?

Yes *(Skip to Q.2a)* . . . 1 5

No 2

b. *(If no)* Please return the uncompleted questionnaire in the enclosed envelope.

2a. Does your LEA have a vocational education program that serves adult LEP students?

Yes 1 6

No *(Skip to Q.3)* 2 7/BK

b. *(If yes)* Are the identification, assessment, and placement procedures utilized, and special services provided for adult LEP students in vocational education the same as for secondary LEP students in vocational education?

Yes *(Skip to Q.3)* . . . 1 8

No 2 9/BK

c. *(If no)* Please complete this questionnaire specifically for procedures utilized and special services provided for secondary LEP students in vocational education.

3. What is the number of secondary LEP students (unduplicated count) receiving vocational education services?

Last year (1979-80) ______________ 10-12

This year (1980-81) ______________ 13-15

16-21/BK

4. Does your LEA provide additional services to LEP students enrolled in vocational education programs?

Yes 1 22

No *(Skip to Q.6a)* . . . 2

Sequence # ________ 1-3

4

A STUDY OF THE IDENTIFICATION, ASSESSMENT AND PLACEMENT PROCEDURES UTILIZED FOR LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

DIRECTIONS: Please circle and/or fill in the information and data that best describe your vocational education program for Limited English Proficiency (LEP) students.

SECTION I: BACKGROUND INFORMATION

1a. To the best of your knowledge are there LEP students currently attending your Local Educational Agency (LEA)?

Yes *(Skip to Q.2a)* . . . 1 5

No 2

b. *(If no)* Please return the uncompleted questionnaire in the enclosed envelope.

2a. Does your LEA have a vocational education program that serves secondary LEP students? 6/BK

Yes 1 7

No *(Skip to Q.3)* 2

b. *(If yes)* Are the identification, assessment, and placement procedures utilized, and special services provided for secondary LEP students in vocational education the same as for adult LEP students in vocational education? 8/BK

Yes *(Skip to Q.3)* . . . 1 9

No 2

c. *(If no)* Please complete this questionnaire specifically for procedures utilized and special services provided for adult LEP students in vocational education.

10-15/BK

3. What is the number of adult LEP students (unduplicated count) receiving vocational education services?

Last year (1979-80) ______________ 16-18

This year (1980-81) ______________ 19-21

4. Does your LEA provide additional services to LEP students enrolled in vocational education programs?

Yes 1 22

No *(Skip to Q.6a)* . . . 2

5a. Which of the following additional support services are available to LEP students enrolled in vocational education programs? *(Circle all that apply)*

Bilingual guidance and counseling	1	23
Language proficiency testing and placement	2	24
Community support	3	25
Financial assistance	4	26
Day-care services for children	1	27
Social service and/or family involvement	2	28
Special and/or free transportation	3	29
Bilingual promotional/recruitment materials	4	30
Other support services? *(Please specify)*	5	31
______________________________		32-33
		34-35
______________________________		36-37

b. Which of the following additional instructional services are available to LEP students enrolled in vocational education programs? *(Circle all that apply)*

Bilingual tutors	1	38
Special vocational classes (class-size-lower than average)	2	39
Bilingual vocational classes	3	40
Extended school day/week/term	4	41
Bilingual reader/interpreter	5	42
Special and/or free instructional materials	6	43
Curriculum development and/or adaptation	1	44
First language instructional materials/bilingual	2	45
English as a Second Language (ESL) - the teaching of English to persons whose native language is not English	3	46
Vocational English as a Second Language (VESL) - the teaching of special purpose English to LEP persons which utilizes the vocabulary, situations, and lexicon specific to a vocational field or job	4	47
Other instructional services? *(Please specify)*	5	48
		49-50
______________________________		51-52
		53-54

c. Which of the following additional facilities and equipment are available to LEP students enrolled in vocational education programs? *(Circle all that apply)*

Classroom or meeting rooms for tutorial sessions	1	55
Language labs for language practices	2	56
Resource room for special bilingual materials	3	57
Instructional aids	4	58
Other facilities and equipment? *(Please specify)*	5	59
		60-61
______________________________		62-63
		64-65

d. Which of the following job placement and follow-up services are available to LEP students enrolled in vocational education programs? *(Circle all that apply)*

Performance evaluation	1	66
Job placement	2	67
Follow-up	3	68
Other job placement and follow-up services? *(Please specify)* . .	4	69
		70-71
______________________________		72-73

6a. Does your LEA plan to claim reimbursement funds from the Department of Adult, Vocational and Technical Education (DAVTE) for LEP students enrolled in vocational education in 1980-81?

Yes *(Skip to Q.7a)* . . .	1	74
No	2	

b. *(If no)* What are your reasons for not planning to claim reimbursement funds from DAVTE for LEP students enrolled in vocational education in 1980-81? *(Circle all that apply)*

Funds are insufficient	1	75
Too much time (paper work) required	2	76
Students are too difficult to identify	3	77
Students rights/labeling implications	4	78
No LEP students in area	1	79 80/1 1-3/DUP
Not knowledgeable about LEP program	2	4
Not aware of LEP program funding sources	3	5
Other reasons *(Please specify)*	4	6
		7-8
______________________________		9-10

7a. Are you utilizing funding sources other than DAVTE to help serve LEP students in vocational education?

Yes 1 11

No *(Skip to Q.8)* 2

b. *(If yes)* What are the funding sources other than DAVTE you are utilizing to help serve LEP students in vocational education? *(Circle all that apply)*

Comprehensive Employment & Training Act (CETA) . . . 1 12

Migrant Council 2 13

Indochinese Refugee Consortium 3 14

Illinois Community College Board Appropriation Funds 4 15

Adult Education Act 5 16

Other Funding Sources *(Please specify)* 6 17

____ 18–19

____ 20–21

22–23

SECTION II: IDENTIFICATION INFORMATION

8. Who is involved in establishing criteria used for identification of LEP students? *(Circle all that apply)*

Administrators 1 24

Guidance Counselors 2 25

Advisory Committee 3 26

Parents 4 27

Vocational teachers 1 28

Bilingual teachers 2 29

English as a Second Language (ESL) personnel 3 30

Others *(Please specify)* 4 31

________________________________ 32–33

________________________________ 34–35

9. What are the local criteria established for identification of LEP students? *(Please specify/describe below)*

______________________________ 36-37

38-39

______________________________ 40-41

42-43

______________________________ 44-45

10a. Which of the following types of information and data are used to identify LEP students: *(Circle Yes or No)*

b. *(If yes)*: What is the position or title of the person who collects the information and data?

	Yes	No				
1) Referrals from LEA personnel?	1	2	46	1)	______________	47-48
2) Bilingual census?	1	2	49	2)	______________	50-51
3) Review of files?	1	2	52	3)	______________	53-54
4) Formal testing?	1	2	55	4)	______________	56-57
5) Student observations . . .	1	2	58	5)	______________	59-60
6) Staff survey?	1	2	61	6)	______________	62-63
7) Parent interviews?	1	2	64	7)	______________	65-66
8) Student interviews?	1	2	67	8)	______________	68-69
9) Student attendance records?	1	2	70	9)	______________	71-72
10) Classroom grades?	1	2	73	10)	______________	74-75 76-79/BK; 80/2;1-3/DUP
11) Economic background? . . .	1	2	4	11)	______________	5-6
12) Cultural adjustment? . . .	1	2	7	12)	______________	8-9
13) Others? *(Please specify)* .	1	2	10	13)	______________	13-14 17-18
______________	11-12 15-16					

11a. In your opinion are the types of information and data used by your LEA to identify LEP students satisfactory?

Yes *(Skip to Q.12a)* . . 1 19

No 2

b. *(If no)* What changes do you recommend? *(Please specify below)*

______________________________ 20-21

______________________________ 22-23

______________________________ 24-25

12a. For what purpose(s) are LEP students identified by your LEA? *(Circle Yes or No)*	Yes	No		b. *(If yes):* What is the position or title of the person most likely to do this?	
1) To plan individualized instruction?	1	2	26	1) ______________________	27-28
2) To determine needed support services?	1	2	29	2) ______________________	30-31
3) To modify/adjust curriculum?	1	2	32	3) ______________________	33-34
4) To train staff?	1	2	35	4) ______________________	36-37
5) To plan specific instructional experiences?	1	2	38	5) ______________________	39-40
6) To claim reimbursement funds from DAVTE?	1	2	41	6) ______________________	42-43
7) To use in completing the Vocational Education Data System Report?	1	2	44	7) ______________________	45-46
8) To do something else? *(Please specify)*	1	2	47	8) ______________________	50-51 54-55
______________________			48-49		
______________________			52-53		

13. Has a formal referral form or procedure been developed for use with LEP students?

Yes	1	56
No	2	

SECTION III: ASSESSMENT INFORMATION

14. Who is involved in the assessment of LEP students in vocational educational programs? *(Circle all that apply)*

Administrators	1	57
Guidance Counselors	2	58
Advisory Committee	3	59
Parents	4	60
Vocational teachers	1	61
Bilingual teachers	2	62
ESL Personnel	3	63
Other *(Please specify)*	4	64
______________________________		65-66 67-68

15a. Which areas of assessment are used for LEP students in vocational education programs: *(Circle Yes or No)*

b. (If yes): Which specific test(s) or procedure(s) are used for each area of assessment?

c. What is the title or position of the person who conducts the assessment?

	Yes	No		b.		c.	
1) Proficiency in oral English language	1	2	69	1) ____	70-71 72-73	1) ____	74-75 ~~76-77~~
76-79/BK; 80/3; 1-3/DUP							
2) Listening comprehension of the English language	1	2	4	2) ____	5-6	2) ____	7-8
3) Proficiency in reading English	1	2	9	3) ____	10-11	3) ____	12-13
4) Proficiency in writing English	1	2	14	4) ____	15-16	4) ____	17-18
5) Proficiency in oral native language	1	2	19	5) ____	20-21	5) ____	22-23
6) Listening comprehension of the native language	1	2	24	6) ____	25-26	6) ____	27-28
7) Proficiency in reading native language . . .	1	2	29	7) ____	30-31	7) ____	32-33
8) Proficiency in writing native language . . .	1	2	34	8) ____	35-36	8) ____	37-38
9) Vocational interest	1	2	39	9) ____	40-41	9) ____	42-43
10) Occupational aptitude	1	2	44	10) ____	45-46	10) ____	47-48
11) Career awareness	1	2	49	11) ____	50-51	11) ____	52-53
12) Educational achievement	1	2	54	12) ____	55-56	12) ____	57-58
13) Economic background	1	2	59	13) ____	60-61	13) ____	62-63
14) Cultural adjustment	1	2	64	14) ____	65-66	14) ____	67-68
15) Career awareness	1	2	69	15) ____	70-71	15) ____	72-73
74-79/BK; 80/4; 1-3/DUP							
16) Others *(Please specify)*	1	2	4	16) ____	7-8 13-14	16) ____	9-10 15-16
____	5-6 11-12						

16a. In your opinion are the assessment test(s) and/or procedure(s) used by your LEA for LEP students in vocational education satisfactory?

Yes *(Skip to Q.16c)* . . 1 17

No 2

b. *(If no)* What changes do you recommend? *(Please specify below)*

____________________ 18-19

____________________ 20-21

____________________ 22-23

____

c. To the best of your knowlege are assessment test(s) and/or procedure(s) used by your LEA for LEP students in vocational education culture fair?

Yes (Skip to Q.17a) . . 1 24

No 2

Don't know 8

d. *(If no)* Please indicate in your opinion the assessment test(s) and/or procedure(s) used by your LEA that are not culture fair. *(Please specify below)*

____________________ 25-26

____________________ 27-28

____________________ 29-30

____________________ 31-32

17a. For what purpose(s) is the assessment information of LEP students used? *(Circle Yes or No)*

b. *(If yes):* What is the position or title of the person most likely to do this?

	Yes	No			
1) To place LEP students in ESL classes?	1	2	33	1) ______________________	34-35
2) To place LEP students in VESL classes?	1	2	36	2) ______________________	37-38
3) To place LEP students in a particular vocational class?	1	2	39	3) ______________________	40-41
4) To determine support services?	1	2	42	4) ______________________	43-44
5) To develop instructional materials?	1	2	45	5) ______________________	46-47
6) To assist in career counseling?	1	2	48	6) ______________________	49-50
7) To prepare individualized instruction?	1	2	51	7) ______________________	52-53
8) Other uses/purposes? *(Please specify)* . . .	1	2	54	8) ______________________	57-58
______________________			55-56		61-62
______________________			59-60		

SECTION IV: PLACEMENT INFORMATION

18. Who determines the criteria for placing LEP students in vocational education programs? *(Circle all that apply)*

Administrators	1	63
Guidance Counselors	2	64
Advisory Committee	3	65
Parents	4	66
Vocational teachers	1	67
Bilingual teachers	2	68
ESL Personnel	3	69
Others *(Please specify)* . . .	4	70
		71-72
		73-74
______________________		75-79 /BK
		80/5
		1-3 /DUP

19a. Which of the following are used as criteria for placing LEP students in vocational education programs? *(Circle Yes or No)*

b. *(If yes):* How are the placement criteria determined? *(Please specify/describe)*

c. What is the position or title of the person who does this?

	Yes	No		b.		c.	
					5-6		7-8
1) English language proficiency? .	1	2	4	1) ________	9-10	1) ________	11-12
2) Native language proficiency? .	1	2	13	2) ________	14-15	2) ________	16-17
3) Vocational interest?	1	2	18	3) ________	19-20	3) ________	21-22
4) Grades?	1	2	23	4) ________	24-25	4) ________	26-27
5) Economic background?	1	2	28	5) ________	29-30	5) ________	31-32
6) Occupational aptitude?	1	2	33	6) ________	34-35	6) ________	36-37
7) Scores on achievement tests? .	1	2	38	7) ________	39-40	7) ________	41-42
8) Scores on aptitude tests? . . .	1	2	43	8) ________	44-45	8) ________	46-47
9) Others *(Please specify)*	1	2	48	9) ________	51-52	9) ________	53-54
________			49-50		57-58		59-60
________			55-56				

20a. In your opinion are the criteria used by your LEA for placing LEP students in vocational education satisfactory?

Yes *(Skip to Q.21a)*	1	61
No	2	

b. *(If no)* What changes do you recommend? *(Please specify below)*

________ 62-63

________ 64-65

________ 66-67

________ 68-69

21a. Is there a required level of English language proficiency prior to placement in vocational education?

Yes 1 70
No *(Skip to Q.23)* 2

b. (If yes): What is the required level of English language proficiency prior to placement in vocational education? *(Please specify below)*	c. What is the position or title of the person who determines the required level of English language proficiency? *(Please specify below)*	d. What determines the required level of English proficiency? *(Please specify below)*
71-72	73-74	4-5
	75-76	6-7
		8-9
	77-79	10-11

80/6;1-3/DUP

22a. Are there different English language proficiency requirements for different vocational classes?

Yes 1 12
No *(Skip to Q.23)* 2

b. *(If yes):* What are the titles of these vocational classes? *(Please specify below)*	c. What are the English language proficiency requirements for these vocational classes? *(Please specify below)*	d. What determines the English language proficiency requirements for these vocational classes? *(Please specify below)*
1) 13-14	1) 15-16	1) 17-18
2) 19-20	2) 21-22	2) 23-24
3) 25-26	3) 27-28	3) 29-30
4) 31-32	4) 33-34	4) 35-36
5) 37-38	5) 39-40	5) 41-42
6) 43-44	6) 45-46	6) 47-48

23. After an LEP student has been placed in a vocational education program, who is informed? *(Circle all that apply)*

Administrators	1	49
Teachers	2	50
Counselors	3	51
Vocational teachers	4	52
Bilingual teachers	1	53
Parents	2	54
ESL Personnel	3	55
Others *(Please specify)*	4	56
______________________________		57-58 59-60

24. What are your suggestions for improving the identification, assessment, and placement procedures utilized for LEP students in vocational education programs? *(Please specify below)*

____ 61-62

____ 63-64

____ 65-66

____ 67-68

25. Would you be interested in receiving a copy of the study report?

Yes	1	69
No	2	

26. What is your name, position, school address, and phone number?

Name: ______________________________

Position/Title: ______________________________

School/Agency: ______________________________

Address: ______________________________

______________________ Zip code ____________

Phone number: ______________________________

70
71
72
73
74-79/BK
80/7

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX E

Follow-up Letter

University of Illinois at Urbana-Champaign

College of Education
**DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION**

345 Education Building
Urbana, Illinois 61801
(217) 333-0807

May 18, 1981

In your position as a busy administrator, I realize that large volumes of paperwork pass across your desk and sometimes less urgent matters may be laid aside for later attention. You may recall recently receiving a questionnaire regarding the identification, assessment, and placement procedures utilized for limited English proficiency (LEP) students in vocational education programs. If you have already returned your questionnaire, please accept my thanks and ignore this reminder.

If you have not yet returned your questionnaire, I would like to urge your completion of the survey, since your contribution will be very valuable to this study. With the results of this study we will be able to assist DAVTE and local educational agencies (LEAs) in their efforts to improve services to the LEP populations. It is also anticipated that a handbook will be developed in 1981-82. Depending upon the administrative structure of your LEA, it may be easier for personnel who are directly involved in serving LEP students in vocational education to complete this questionnaire.

If for some reason you did not receive a copy of the questionnaire or have misplaced it, please contact me at (217) 333-2325 and I will send you another one. Your assistance in this effort will be greatly appreciated.

Sincerely,

Rose Mary Cordova
Research Associate
LEP Project

RMC:jh

P.S. Enclosed is a 1981 "Fighting Illini" football schedule for you (or your friends).

APPENDIX F

Instrument for Retrieving and Recording Information From the One and Five Year Plan

Code No ____________
Questionnaire
Returned ____________

DATA COLLECTED FROM ONE AND FIVE YEAR PLAN
1979-80

Section A

District ______________________________

Address ______________________________

Name of Agency ______________________________

Type of Agency ______________________________

Agency Address ______________________________

Plan Developer ______________________________

Plan Developer's Phone Number ______________________________

Current Agency Enrollment ______________________________

Current Estimated Number of Students in Occupational Education ________

Is the LEA Claiming Reimbursement Funds from DAVTE for LEP Students?

Section B ________ **Yes** ________ No

Is there program improvement activities related to identification and assessment of Limited English Proficiency Students.

________ Yes ________ No

If Yes, what are they

Section C (3.2 & 3.4)

Identification criteria for Limited English Proficiency Students

(Assessment instruments and/or techniques used - who does it)

Additional Services Provided

Section D (Claim Forms for 1979-80)

Course offered for students with Limited English Proficiency Abilities and number of students in each course.

VOCATIONAL EDUCATION DATA SYSTEM REPORT FOR 1979-1980

Number of LEP students receiving occupational education services.

last year __________

currently __________

Total number of occupational education students __________

% of total students _______

% of total LEP students _______

APPENDIX G

On-site Interview Guide Questions

Local Educational Agency________

INTERVIEW QUESTIONS

1. What are the major problems LEAs have encountered in identifying, assessing, and placing LEP students?

2. What are some things that could be done to improve the identification, assessment, and placement procedures utilized for LEP students in vocational education programs?

3. In your opinion which identification procedures are best? Why?

4. In your opinion which assessment tests and procedures are best? Why?

5. In your opinion which placement procedures are best? Why?

6. Has a formal referral form or procedure been developed for use with LEP students? If yes, how was the formal referral form or procedure developed?

7. How do LEP students feel about the identification, assessment, and placement procedures being utilized? Verify with LEP students.

8. What additional comment do LEAs have in the identification, assessment, and placement procedures utilized for LEP students in vocational education programs.

APPENDIX H

Telephone Questionnaire

NOTE: Ask State Directors to send as much written information as possible!

Sequence # ________

A STUDY OF THE IDENTIFICATION, ASSESSMENT, AND PLACEMENT PROCEDURES UTILIZED FOR LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

PHONE QUESTIONNAIRE - (State Directors of Vocational Education)

INTRODUCTION:

I'm Rose Mary Cordova from the University of Illinois and I'm a staff member for the Limited English Proficiency (LEP) Project, which is funded through the Illinois State Board of Education. We are conducting a study to help determine the identification, assessment, and placement procedures utilized for LEP students in vocational education programs. This study will expand our knowledge of the identification, assessment, and placement procedures currently utilized for LEP students in vocational education programs. With the results of this study we hope to help improve educational agencies' efforts in serving LEP students in vocational education. We are aware that different states have different procedures for the identification, assessment, and placement of LEP students in vocational education programs. Therefore, I would like to ask you a few questions about your state concerning these procedures as they are utilized for LEP students in vocational education programs.

1. Does your state require or mandate certain procedures in the identification, assessment, and placement of LEP students in vocational education programs? (or is it optional, left to individual districts to decide?)

   a. Identification: Yes_____ No_____

      (If yes) What is mandated?

      (If no) Why not?

b. Assessment: Yes_____ No_____

(If yes) What is mandated?

(If no) Why not?

c. Placement: Yes_____ No_____

(If yes) What is mandated?

(If no) Why not?

2. What type of plans and/or applications do local districts submit to the state when serving LEP students in vocational education? (What are the guidelines for the plans and/or applications?) (PLEASE SEND WRITTEN INFORMATION)

a. Secondary Level?

b. Community College Level?

c. Adult Level?

3. What criteria for identifying LEP students do LEAs in your state use at the (e.g. minimum scores on English language proficiency tests, student interviews, student observations, classroom grades, etc.)

   a. Secondary Level?

   b. Community College Level?

   c. Adult Level?

4a. In your opinion are the criteria used by LEAs in your state to identify LEP students satisfactory? (Do they appear to be working effectively?)

   b. (If no) Why? What changes do you recommend?

   c. (If yes) Why?

5. What test(s) and/or procedure(s) do LEAs in your state use in the assessment of LEP students in vocational education programs at the

   a. Secondary Level?

   b. Community College Level?

   c. Adult Level?

6a. In your opinion are the assessment test(s) and/or procedure(s) used by LEAs in your state for LEP students in vocational education programs satisfactory? Yes______ No______

   b. (If no) Why? What changes do you recommend?

   c. (If yes) Why?

   d. To the best of your knowledge are the assessment test(s) and/or procedure(s) used by LEAs in your state for LEP students in vocational education culture fair? Yes______ No______ Don't know______

e. (If no) Please indicate in your opinion the assessment test(s) and/or procedure(s) used by LEAs in your state that are not culture fair. Why?

f. (If yes) Please indicate in your opinion the assessment test(s) and/or procedure(s) used by LEAs in your state that are culture fair. Why?

7. Why are these specific test(s) and/or procedure(s) being used by LEAs in your state?

8. What criteria do LEAs in your state use for placing LEP students in regular vocational education programs at the (vocational interest, grades, English and/or Native language proficiency, scroes on achievement tests, etc.)

a. Secondary Level?

b. Community College Level?

c. Adult Level?

9a. In your opinion are the criteria used by LEAs in your state for placing LEP students in vocational education programs satisfactory? Yes______ No______

b. (If no) Why? What changes do you recommend?

c. (If yes) Why?

10a. What are the major problems your state faces in identification, assessment, and placement of LEP students in vocational education?

b. What are you doing to over-come these problems?

11. Do you have any additional comments and/or suggestions for improving the identification, assessment, and placement procedures utilized for LEP students in vocational education programs?

12. Would you be interested in receiving a copy of the report from this study?

Yes______ No______

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX I

Table Addendums

TABLE ADDENDUMS

TABLE 7
Other Support Services

High Schools
Scholarships (1)
Indo-Chinese Refugee Placement Center (1)
Health Care (Summer Migrant) (1)
Food Service (Summer Migrant) (1)
Student Records and Credit Transfer System (Summer Migrant) (1)
Workstudy Program (1)

Community Colleges
Adult Re-Entry (1)

Other Instructional Services

High Schools
Bilingual Education (1)
Individualized Instruction (2)
Native Lanugage Instruction (1)
Math Tutors (1)
Outside Speakers (1)
Bilingual Resource Personnel Assistance (1)
Special Reading Materials (1)

Area Vocational Centers
Translated Course Materials (1)
Special Needs Resource Personnel (1)

Community Colleges
Tutoring in all Subjects (2)
Bilingual Vocational Instructors (1)
Language Tutoring by Teachers of English as a Second Language (1)
Mastery Learning (1)
Bilingual Aides (1)

Other Facilities and Equipment

High Schools
Library (Media Center) (1)
Computer Vocational Information System (CVIS) (1)

Community Colleges
Language Skill Center (1)
Basic Skills Lab (1)
Video Cassette Monitors and Recorders (1)
Filmstrip Comparator Projector (1)
Computer Resource Rooms (1)
Student Assistance Center (Tutoring) (1)

Other Placement and Follow-up Services

High Schools
Evaluation of Career Interest (1)
Illinois Job Service (1)
CETA (1)

Community Colleges
Job Readiness Seminar (1)
Preplacement Activities (1)

TABLE 9
Other Reasons for Not Planning to Claim Reimbursement Funds

High Schools
Claim LEP students as disadvantage (2)
Students are not competent in English to advance to vocational education programs (1)

Community Colleges
Students are not competent in English to advance to vocational education programs (1)

TABLE 11
Other Funding Sources

High Schools
Title VII (1)
Local Funds (1)
Title I (3)
Local School District (2)
Planning Grant (1)
Bilingual Funds (Illinois State Board of Education) (3)

Community Colleges
ICCB Disadvantaged Student Grant (1)
Handicapped Student Grant (1)
Special Program Funds (1)
Special Services Grant (1)
Local Funds (1)
College Resources (1)
Federal Grants (1)
Exxon (1)

TABLE 12
Other Persons Involved in Establishing Identification Criteria

High Schools
State Guidelines (2)
Classroom Teachers (2)

Area Vocational Centers

Feeder Schools (2)

Community Colleges

Bilingual Resource Center (1)
Classroom Teachers (1)
LEP Project Director (1)
Curriculum Developer (1)
Indochinese Refugee Project Staff (1)

TABLE 17
Other Purposes for Identifying LEP Students

High Schools

To staff (1)
To complete the Bilingual Census for the state (1)
To place students in ESL classes (1)
To place students in bilingual program (1)

Community Colleges

To serve students to our best ability (1)
To order special materials (1)

TABLE 20
Others Involved in the Assessment of LEP Students

High Schools

Teachers (1)

Area Vocational Centers

Special Needs Resource Personnel (1)

Community Colleges

Bilingual Office Staff (1)
Project Staff Assistants (1)
LEP Curriculum Developer (1)
Learning Skills Center (1)
Evaluation Development Center Referral Agent (1)

TABLE 21
Other Areas of Assessment

Community Colleges

English Grammar Syntax (1)

TABLE 26
Other Uses of the Assessment Information

High Schools

To place students in bilingual programs (1)
To complete Bilingual Census (1)

TABLE 28
Other People Who Determine the Criteria for Placing LEP Students in Vocational Education Programs

High Schools
Bilingual Coordinator (1)
The department offering the program (1)
Students (2)

Area Vocational Centers
Feeder Schools (2)

Community Colleges
LEP Project Director
Students (2)
Curriculum Developer (1)

TABLE 29
Other Criteria for Placing LEP Students in Vocational Education Programs

High Schools
Student specifies interest (1)

TABLE 35
Other People Informed After an LEP Student Has Been Placed in a Vocational Education Program

Area Vocational Centers
Special Needs Resource Personnel (1)

Community Colleges
Bilingual Aide (1)

Note: ( ) indicates frequency of response

202

VITA

203

VITA

Rose Mary Cordova was born in Trinidad, Colorado, on July 27, 1954. She received her elementary and secondary education in the public schools of La Junta, Colorado and graduated from La Junta High School in May, 1973.

She attended the Otero Junior College from September, 1973 until June, 1975 in La Junta, Colorado, where she received the Associate of Arts degree. She then attended the University of Northern Colorado in Greeley, where she received the Bachelor of Arts degree with a major in Business Education in 1976. After teaching for two years in the Business Department at the Aims Community College in Greeley, Colorado, she again attended the University of Northern Colorado, where she received the Master of Arts degree with a major in Business Education in 1977.

Her teaching experience has included high school, community college, and higher education levels. In addition, she has work experience ranging from secretarial to tutor and counselor. She has conducted a number of presentations and workshops at local and national conferences. She is the Co-Editor of the Newsletter of the Special Interest Group on Bilingual Vocational Education of the National Association of Bilingual Education.

In 1979 she was accepted into a Ph.D. Program in the Department of Vocational and Technical Education at the University of Illinois, Champaign-Urbana, and was awarded the Vocational Education Graduate

Leadership Development Program Fellowship under Section 172 of Public Law 94-482. This Fellowship provided leadership opportunities and experiences in vocational and technical education and related fields which included: research, evaluation, management, and administrative experiences in education.

During 1979-80 she served as a staff member for the Leadership Training Institute Vocational and Special Education at the University of Illinois. From 1980-81 she served as the Principal Investigator of a State of Illinois funded project titled: Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education A Study of Current Practices in Illinois.

Some of her professional affiliations include: America Vocational Association, Illinois Vocational Association, National Business Education Association, Illinois Business Education Association, National Education Association, National Association for Bilingual Education, American Educational Research Association, Phi Delta Kappa, Kappa Delta Pi, and Omicron Tau Theta.